CONCORDIA UNIVERSITY, SAINT PAUL
ACADEMIC CATALOG UNDERGRADUATE AND GRADUATE
2012 – 2013

MOTTO: In litteris proficere volo maalo deligere deligere Jesusm
“It is good to be proficient in knowledge, but better to know Jesus.”

HERE PRIVATE EDUCATION IS A VALUE INVESTMENT
RESPONSIVE. RELEVANT. REAL.

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From the Office of the President

Dear Friends:

We are so pleased that you are interested in Concordia University, Saint Paul!

If you are a prospective student and are looking at our catalog for the first time, we hope you are planning to visit our campus to introduce yourself and tell us about your personal needs and aspirations for a college education. Even though we have not met you yet, we believe in you and your God-given potential. If you are already a Concordia University student we look forward to continuing with you on your journey of self-discovery and increasing knowledge and skills. We are committed to empowering you to take hold of your purpose for your life and career, as well as the unique opportunities to serve others, which will come your way in the decades ahead.

In the pages of this catalog, you can begin to get to know us, especially the outstanding undergraduate and graduate academic programs of our College of Arts and Letters, College of Business and Organizational Leadership, and College of Education and Science. I am very proud of our curriculum and the evidence of expertise and commitment to quality that it carries. I am confident that you would receive a superb education in the academic programs we offer at Concordia University, but even more I am confident you will find both a challenging and nurturing environment in which to study.

We remain committed to providing access to academic excellence at an affordable price. Concordia is recognized as one of the great values in higher education in all of Minnesota. We strive to offer an outstanding, student-centered learning environment where the Christian faith provides the context for intellectual inquiry and academic pursuits. Whether you are preparing for your first professional job, the next step on an already developing career, or further study in the graduate school of your choice, we are here to help. As a campus providing and requiring access to electronic technology, our students do research and communicate in ways that prepare them for future technological advances. In addition, we are located in one of the great metropolitan areas in the world, in the heart of a city where persons of virtually every race, creed, religion and color have converged to pursue personal goals and community progress.

On behalf of the faculty, staff, students and thousands of successful graduates of Concordia University, Saint Paul, I invite you to examine our programs, visit our campus and join us in the wonderful world of inquiry and learning.

Rev. Thomas K. Ries
President
2012/13 Theme: “Our Refuge and Strength”

119th Academic Year

1282 Concordia Avenue
Saint Paul, Minnesota
55104-5494

Switchboard: (651) 641-8278
Toll Free: (800) 333-4705
TTY: (651) 641-8406
Fax: (651) 603-6320

www.csp.edu

The Concordia University Board of Regents operates Concordia University as an institution of higher education.

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NOTICE OF NON-DISCRIMINATION

Concordia University does not discriminate for admission of students on the basis of race, color, creed, religion, national or ethnic origin, disability, sex, age, marital status, veteran or veteran disability status, or sexual orientation.

Any persons having inquiries concerning Concordia University’s compliance with the regulations implementing Title VI, Title VII, Title IX or Section 504 or Americans with Disabilities Act are directed to contact one of the following:

Mary Arnold, Director of Human Resources
Concordia University
1282 Concordia Avenue
Saint Paul, MN, 55104-5494
(651) 641-8268 or marnold@csp.edu

Dr. Cheryl Chatman, Title IX Coordinator
Concordia University
1282 Concordia Avenue
Saint Paul, MN, 55104-5494
(651) 603-6151 or chatman@csp.edu

Persons may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution’s compliance with the regulations implementing Title VI, Title VII, Title IX Section 504, or Americans with Disabilities Act.
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THE CONCORDIA UNIVERSITY SEAL

The Concordia University seal was originally designed by Dr. Theodore Buenger for Concordia College in 1895. The Lamp of Learning symbolizes the light of the knowledge of God's Word illuminating the minds of the students as well as the darkness of the world. The Crossed Quills symbolize the writings of the student and the writings of the great individuals throughout history from which the student learns. The Moccasin Flower symbolizes the State of Minnesota and the beauty of God's creation. The inscription places learning in the context of the Christian Gospel. Dr. Buenger used the Latin language in keeping with the classical ideals characteristic of our school: In litteris proficere vole, malo diligere Jesum. This may be translated, "It is good to be proficient in knowledge, but better to know Jesus." It is based on Ephesians 3:19: "And to know the love of Christ that surpasses knowledge."
## UNIVERSITY CONTACT INFORMATION

This catalog is designed to provide information about Concordia University, its curriculum, its academic policies and procedures, and other matters of interest to students, faculty, and staff. Further inquiries may be addressed to the appropriate office at Concordia University, Saint Paul, Minnesota. Contact the University using the telephone numbers listed below. Email addresses for specific offices, departments, or individual faculty or staff are available on the University website at [www.csp.edu](http://www.csp.edu)

<table>
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<tr>
<th>Main Contact/Switchboard</th>
<th>(651) 641-8278 or (800) 333-4705</th>
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<tr>
<td>TTY</td>
<td>(651) 641-8406</td>
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<td>General FAX Number</td>
<td>(651) 603-6320</td>
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<td>Academic Affairs</td>
<td>(651) 641-8730</td>
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<td>Admission: Undergraduate</td>
<td>Local (651) 641-8230</td>
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<td>Admission: Degree Completion</td>
<td>Local (651) 641-8230</td>
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<td>Admission: Graduate</td>
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<td>Academic Advising</td>
<td>(651) 603-6318</td>
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<td>Alumni Relations</td>
<td>(651) 641-8223</td>
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<td>Athletics</td>
<td>(651) 641-8854</td>
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<td>Bookstore</td>
<td>(651) 641-8262</td>
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<td>Business Office</td>
<td>(651) 641-8206</td>
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<td>Community Action, Leadership, and Learning Center (CALL Center)</td>
<td>(651) 641-8236</td>
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<td>Career Services</td>
<td>(651) 603-6241</td>
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<td>Center for Hmong Studies</td>
<td>(651) 6431-8870</td>
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<td>Colleges</td>
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<td>Arts and Letters</td>
<td>(651) 641-8248</td>
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<td>Business and Organizational Leadership</td>
<td>(651) 641-8863</td>
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<td>Education and Science</td>
<td>(651) 641-8200</td>
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<td>Colloquy Program</td>
<td>(651) 641-8892</td>
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<td>Continuing Studies, School of</td>
<td>(651) 641-8724</td>
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<td>Disability Services</td>
<td>(651) 641-8272 (V)</td>
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<td>(651) 603-6222 (TTY)</td>
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<td>Financial Aid</td>
<td>(651) 603-6300</td>
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<td>Help Desk</td>
<td>(651) 641-8866</td>
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<td>Hoffman Institute</td>
<td>(651) 641-8701</td>
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<td>Learning Assistance</td>
<td>(651) 641-8769</td>
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<td>Library Circulation Desk</td>
<td>(651) 641-8237</td>
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<td>Multicultural Affairs</td>
<td>(651) 603-6151</td>
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<tr>
<td>Registrar’s Office/Transcripts</td>
<td>(651) 641-8233</td>
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<td>Residence Life/Housing</td>
<td>(651) 641-8228</td>
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<td>Service Learning</td>
<td>(651) 614-8236</td>
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<td>Student Affairs</td>
<td>(651) 641-8216</td>
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<td>Student Business Services</td>
<td>(651) 603-6300</td>
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<td>Student Academic Services</td>
<td>(651) 641-8825</td>
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<td>Study Abroad</td>
<td>(651) 641-8236</td>
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UNIVERSITY MISSION

The mission of Concordia University, a university of the Lutheran Church – Missouri Synod, is to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for the enlightened care of God’s creation, all within the context of the Christian Gospel.

This mission is achieved when students pursue programs grounded in the liberal arts and focused on education for vocation in home, workplace, community, and congregation.

Therefore, the university pursues the following purposes:

- To relate human learning and experience to the Christian faith as this faith is confessed within its Lutheran heritage;
- To provide education within the context of a global perspective;
- To structure personalized and integrated learning experiences in which students share with faculty the responsibility for their own intellectual, physical, social, emotional, and spiritual growth;
- To offer a variety of experiences in and out of the classroom designed to assist students in acquiring greater self-understanding, in achieving a growing realization of their abilities and interests, and in investigating options for service in home, workplace, community, and congregation.

VISION AND VALUES

The vision of Concordia University, Saint Paul is to be an exemplary Christian university. Concordia is an institution of The Lutheran Church – Missouri Synod, will be an educational community where the Good News of the Christian faith provides the context for intellectual inquiry and committed service to society. In all its programs and practices, Concordia University values:

- High academic quality.
- Access to opportunity for excellence.
- Diverse, student-centered community that lives in the spirit of Christian harmony.
- Education that includes experiential learning, innovative partnerships, and engagement with the community.
- Dynamic Christian spiritual experience with a clear expression of Christian vocation.
- Exploration of the relationship of human learning to the Christian faith.

PROMISE TO STUDENTS

Concordia University, St. Paul empowers you to discover and engage your purpose for life, career and service in a dynamic, multicultural, urban environment where Christ is honored, all are welcome, and Lutheran Convictions inform intellectual inquiry and academic pursuits.

LOGO

The Concordia University, Saint Paul logo is in the form of a window symbolizing Christian higher education as a window on life. Framed within the window, a cross emerges, which identifies Christ as the center of life. The asymmetrical window and cross reflect that life is not always logical or consistent, but Christ holds all things together. The four complementary colors represent harmony in diversity and harmony in Christ.

Cross The cross portrays our mission to educate students in the context of the Christian Gospel. The Good News of Jesus Christ forms the basis of life and education at Concordia.

Quill The quill is taken from our academic seal and represents our tradition and commitment to academic excellence and the love of learning.

Individual The individual represents our serving the individual student while encouraging their personal development and responsibility the education process. The outstretched arms imply reaching out to others, openness to community.

Globe The globe reminds us of our world community and Christ’s command to teach all nations. It also reflects our concern for enlightened care of God’s creation, which is part of our mission statement.

EDUCATIONAL EXPERIENCE
Concordia University is a coeducational and comprehensive Lutheran university that, at the undergraduate level, is grounded in the liberal arts. The University offers both undergraduate and graduate academic programs. Concordia University is selective in its admissions standards and offers a dynamic learning environment, the chance to get involved in activities outside the classroom and an opportunity to make lifelong friendships, and to explore the relationship between faith and learning. It is a private, not-for-profit university that is focused on preparing students for professional vocations (life, career, and service) and/or further opportunities in higher education. A majority of the students are undergraduates.

At the undergraduate level, Concordia University engages students in a multi-disciplinary, multi-cultural exploration of human knowledge and experience. The curriculum cultivates the basic skills students need to succeed in college and beyond, and introduces students to the traditional liberal arts disciplines through General Education coursework. The combination of coursework in General Education, a major and/or minors, and electives assist students in developing both breadth and depth in their college education. The function of the General Education program - known specifically as the "Framework for Learning" - is to make explicit how Concordia University understands and applies its mission statement. To help realize the goals of the mission statement, the total educational experience of Concordia University students - both in and out of the classroom - is placed within this overarching structure. The Framework for Learning includes goals and competencies in eight areas: aesthetic, intellectual, physical, spiritual, communication, interpersonal, civic, and global. It is designed to introduce "students to academic content areas central to the classical liberal arts and to the university’s identity, as expressed in its mission statement, and to the most essential components of these areas; it develops and cultivates skills requisite to any intellectual or professional endeavor; and it does so in a manner attentive to the abstract or methodological dimensions of the subject at hand" (Faculty Handbook). The purpose of the general education curriculum is to provide Concordia University students with the opportunity to grow and develop:

- skill in analysis, synthesis, integration, research, or evaluation;
- skill in problem solving, or in the application of the foregoing abilities to solve problems;
- skill in creative expression or design;
- skill in ethical reasoning or decision-making (in part by applying such core concepts as Christian vocation, responsibility and rights, liberty and justice, etc.); or,
- appreciation for human interaction and expression in smaller and larger communities, with all of the complexity this entails.

A student’s General Education program consists of courses in 10 different academic areas and accounts for approximately 47 semester credits of the 128 required for graduation: fine arts, history and political science, communication, global studies, social and behavioral science, health and physical education, literature, mathematics and natural science, religion and theology, and writing.

In order to complete an undergraduate degree at Concordia University, students must complete the general education requirements, an academic major or two minors, and electives that total a minimum of 128 semester credits. A minimum of 32 semester credits and half of any major must be completed in residence at Concordia University. There are over 50 majors and over 30 minors from which to choose.

Concordia University has been offering graduate programs since 1991 and currently enrolls over 1,200 graduate students in 15 different areas of study. The graduate programs with the most students enrolled are teacher education, business, family life education, criminal justice, and sports management. The graduate programs are “stand alone” programs in that students complete coursework in their area of interest. Graduate programs range in size from 30 to 45 semester credits and are offered in three formats - face to face, blended, and fully online. The programs are well-established, well-respected, are career-focused and relevant to the workplace, are taught by innovative and supportive faculty, and are designed to be affordable and flexible for the working student. They are all offered through the use of a dynamic learning community - students typically begin and end with the same group of fellow scholars.

The Principles of Graduate Study at Concordia University include the following:
- Graduate coursework is more creative.
- Graduate coursework is more self-directed.
- Graduate coursework is more rigorous.
- Graduate coursework is more attentive to epistemological issues.
- Graduate coursework is more attentive to research.
- Graduate coursework is more a community of learners, rather than merely a teacher-student relationship.
- Graduate students give careful consideration to research, information, and bibliographic references.
- Graduate learning is not just remembering information, it is constructing knowledge.
- Graduate professors are actively engaged in research and learning.

**History of the University**
Concordia University was founded in 1893 to provide a Christian learning environment for high school students preparing to enter the professional ministries of The Lutheran Church – Missouri Synod. In the ensuing decade, Concordia continued to grow, adding a fourth year of high school and by 1921 had added the freshman and sophomore college years. The change made it possible for Concordia High School students to remain at their high school alma mater to complete their first two years of college work before transferring to a Concordia Senior College where they would finish their studies in the church professions or teaching. Concordia College admitted its first class of female students in fall 1950 – much to the delight of the young men on campus and to the dismay of coeducational opponents who predicted a significant drop in academic achievement. Despite this new "distraction," students continued to excel in their studies. Concordia College entered a decade of intense expansion and growth. The college began granting Associate in Arts degrees in 1951 and earned accreditation as a two-year college in 1959.

Concordia College expanded its curriculum in 1962 to include a four-year college degree and awarded its first Bachelor of Arts degrees two years later. By 1967, Concordia had earned accreditation for its four-year liberal arts program, which allowed the college to join the Minnesota Private College Council. At this time, Concordia High School officially separated itself from the college, moved to its suburban location and adopted its new name, Concordia Academy.

Concordia College responded to a growing need for minority teachers in the public schools by forming Metropolitan Teacher Education Program Selection (MTEPS), which enrolled African-American and other under-represented students in a program designed to supplement the curriculum with scholarship support, personal counseling, tutoring as needed, academic planning and similar services. The program was reformed in 1983 as the Southeast Asian Teacher (SEAT) Licensure Program, which serves Hmong and other minority populations in a similar fashion.

A major curricular development in 1985 changed the Minnesota education landscape with the formation of a pioneering program that allowed students to complete their B.A. degree in an accelerated, one course at a time, format. In 1990, an accelerated M.A. program was added.

As Concordia moved into the new millennium, the institution implemented a number of important changes that would reflect the changing needs of the students, the church and the community. Foremost among these was restructuring that enabled Concordia to become a university. In 1997, Concordia College became Concordia University, Saint Paul, and adopted the semester system.

The University also developed its current mission and vision statements and refined its strategic priorities. Today, four colleges and two schools comprise Concordia University: College of Arts and Sciences, College of Business and Organizational Leadership, College of Education, College of Vocation and Ministry, School of Continuing Studies, and School of Graduate Studies.

In 1999, Concordia University became the state’s first private university competing in NCAA Division II. Concordia University also was Minnesota’s first private, four-year institution to become a "laptop campus," providing a laptop computer to all full-time traditional students.

Concordia University continues to grow to meet the needs of students, the church and the community, while at the same time holding steadfast its historical values and mission.

|----------------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|
CAMPUS MAP

ACADEMIC CALENDARS 2012-2014
Parent Calendar and Calendar for Cohort Delivered Programs  
2012-2013

Semester One: Monday, August 27 – Monday, December 31  
   Cohort Course 1) Monday, September 10 – Friday, October 26  
   Cohort Course 2) Monday, October 29 – Friday, December 21 (Thanksgiving Week off)

Semester Two: Sunday, January 1 – Sunday, May 12  
   Cohort Course 1) Monday, January 14 – Friday, March 1  
   Cohort Course 2) Monday, March 4 – Friday, April 26 (Holy Week off)

Semester Three: Monday, May 13 – Sunday, August 25  
   Cohort Course 1) Monday, May 13 – Friday, June 28  
   Cohort Course 2) Monday, July 8 – Friday, August 23

2013-2014

Semester One: Monday, August 26 – Tuesday, December 31  
   Cohort Course 1) Monday, September 9 – Friday, October 25  
   Cohort Course 2) Monday, October 28 – Friday, December 20 (Thanksgiving Week off)

Semester Two: Wednesday, January 1 – Sunday, May 11  
   Cohort Course 1) Monday, January 13 – Friday, February 28  
   Cohort Course 2) Monday, March 3 – Friday, April 25 (Holy Week off)

Semester Three: Monday, May 12 – Sunday, August 24  
   Cohort Course 1) Monday, May 12 – Friday, June 27  
   Cohort Course 2) Monday, July 7 – Friday, August 23

Traditional Undergraduate Academic Calendar  
2012-2013

FALL SEMESTER 2012

August 26 – 29, 2012: Welcome Week  
August 27, Monday: Start of Fall Semester; Classes begin for new freshmen  
August 30, Thursday: Classes begin for all other traditional students

September 3, Monday – Labor Day: No Classes  
September 6, Thursday: Last day to add a full semester course  
Last day to add or drop a first half semester course without record  
September 13, Thursday: Last day to drop a first half semester course without record

October 4, Thursday: Deadline for requesting Pass/No Pass grading  
Last day to withdraw from a first half semester course (W)  
October 11 – 14, Thursday – Sunday: Fall Break, No Classes  
October 15, Monday: Classes resume  
October 22, Midterm and end of first half semester courses  
October 24, Wednesday: Second half semester courses begin  
October 30, Tuesday: Last day to add or drop a second half semester course without record

November 12, Monday: Last day to withdraw from a full semester course (W)  
November 12 – 15, Monday – Thursday: Registration for spring semester  
November 21 – 25, Wednesday – Sunday: Thanksgiving Break, No Classes  
November 26 – Monday: Classes resume  
November 29, Thursday: Last day to withdraw from a second half semester course (W)
December 14, Friday: Classes end
December 17 – 20, Monday – Thursday: Fall semester finals
December 21, Friday: Residence hall move out day
December 31, Monday: End of Fall Semester

SPRING SEMESTER 2013

January 1, 2013, Tuesday: Start of Spring Semester
January 14, 2013, Monday – Classes begin for traditional students
January 21, Monday – Martin Luther King, Jr. Day, No Classes
January 18, Friday: Last day to add a full semester course
Last day to add or drop a first half semester course without record
January 28, Monday: Last day to drop a full semester course without record

February 18, Monday: Deadline for requesting Pass/No Pass grading
Last day to withdraw from a first half semester course (W)
February 23 – March 3, Saturday – Sunday: Spring Break, No Classes

March 4, Monday: Classes resume
March 11, Monday: Midterm and end of first half semester courses
March 13, Wednesday: Second half semester courses begin
March 19, Tuesday: Last day to add or drop a second half semester course without record
March 27 – April 1, Wednesday – Monday: Easter Break, No Classes

April 2, Tuesday: Classes resume
April 15 – 18, Monday – Thursday: Registration for fall semester
April 5, Friday Last day to withdraw from full semester course (W)
April 17, Wednesday: Academic Honors Convocation
April 19, Friday: Last day to withdraw from a second half semester course (W)

May – Baccalaureate Service and Commencement Ceremonies: to be announced
May 3, Friday: Classes end
May 6 – 9, Monday – Thursday: Spring semester finals
May 10, Friday: Residence hall move out day
May 12, Sunday: End of Spring Semester

SUMMER SEMESTER 2013

May 13, Monday: Start of Summer Semester
May 20 – Monday through June 27, Thursday: Summer Session #1 for Traditional courses
May 27, Monday – Memorial Day: Campus offices closed, No Classes
July 1 – 5: Holiday Week, No Classes
July 8, Monday through August 15, Thursday: Summer Session #2
August 25, Sunday: End of Summer Semester
Traditional Undergraduate Academic Calendar
2013-2014

FALL SEMESTER 2013

August 25 – August 28, 2013: Welcome Week
August 26, Monday: Start of fall semester
Classes begin for new freshmen
August 29, Thursday: Classes begin for all other traditional students

September 2, Monday – Labor Day: No classes
September 5, Thursday: Last day to add a full semester course
Last day to add or drop a first half semester course without record
September 12, Thursday: Last day to drop a full semester course without record

October 3, Thursday: Deadline for requesting Pass/No Pass grading
Last day to withdraw from a first half semester course (W)
October 10 – 13, Thursday – Sunday: Fall break, No classes
October 14, Monday: Classes resume
October 21, Monday: Midterm and end of first half semester courses
October 23, Wednesday: Second half semester courses begin
October 29, Tuesday: Last day to add or drop a second half semester course without record

November 11, Monday: Last day to withdraw from a full semester course (W)
November 18 – 21, Monday – Thursday: Registration for spring semester
November 26, Tuesday: Last day to withdraw from a second half semester course (W)
November 27 – December 1, Wednesday – Sunday: Thanksgiving break

December 2, Monday: Classes resume
December 13, Friday: Classes end
December 16 – 19, Monday – Thursday: Fall semester finals
December 20, Friday: Residence hall move out day
December 24, Tuesday: Grades due
December 21, 2013 – January 12, 2014: Semester break, No classes

SPRING SEMESTER 2014

January 13, 2014, Monday: Classes begin
January 17, Friday: Last day to add a full semester course
Last day to add or drop a first half semester course without record
January 20, Monday: Martin Luther King Day, No classes
January 27, Monday: Last day to drop a full semester course without record

February 17, Monday: Deadline for requesting Pass/No Pass grading
Last day to withdraw from a first half semester course (W)

March 3, Monday: Midterm and end of first half semester courses
March 4, Tuesday: Second half semester courses begin
March 8 – March 16, Saturday – Sunday: Spring break, No classes
March 17, Monday: Classes resume
March 17, Monday: Last day to add or drop a second half semester course without record
March 31, Monday: Last day to withdraw from full semester course (W)

April – Academic Honors Convocation: to be announced
April 14, Monday: Last day to withdraw from a second half semester course (W)
April 16 – April 21, Wednesday – Monday: Easter break
April 22, Tuesday: Classes resume

May – Baccalaureate Service and Commencement Ceremonies: to be announced
May 2, Friday: Classes end
May 5 – 8, Monday – Thursday: Spring semester finals
May 9, Friday: Residence hall move out day

SUMMER SCHOOL 2014

May 12, Monday: Start of Summer Semester
May 19 – Monday through June 27, Thursday: Summer Session #1 for Traditional courses
May 26, Monday – Memorial Day: Campus offices closed, No Classes
June 28 – July 6: Holiday Week, No Classes
July 7, Monday through August 15, Friday: Summer Session #2 for Traditional courses
August 22, Friday: End of Summer Semester

ACCREDITATION

Concordia University, Saint Paul, is accredited by The Higher Learning Commission (HLC) and is a member of the North Central Association of Colleges and Schools (NCA). The University has been accredited since 1967, with re-accreditation given in 2008. The current accreditation is through 2018.

Concordia University is a member of the Council for Higher Education Administration (CHEA). A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognized 60 institutional and programmatic accrediting organizations.

Any current or prospective student may request a copy of the documents pertaining to the university’s accreditation or approvals by contacting the Office of Academic Affairs. In addition, the following programs hold specialized accreditations and approvals:

Business Programs

Concordia University is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP) to offer the Bachelor of Business Administration with the following majors The most recent accreditation for the Bachelor of Business Administration was granted in April 2005.

- Accounting
- Finance
- Marketing
- Double majors – Accounting and Finance, Finance and Marketing

Family Life Education Programs

The National Council on Family Relations (NCFR) has fully accredited both the undergraduate and graduate programs in Family Life Education. The NCFR provides certification for the profession of family life education. Thus, students who complete the undergraduate or graduate FLE programs are eligible for certification as a Family Life Educator (CFLE). The NCFR accreditation is in place through 2015.

1 North Central Association of Colleges and Schools, Higher Learning Commission, 30 North LaSalle Street, Suite 2400 Chicago, IL 60602-2504; (312) 263-0456.

2 Association of Collegiate Business Schools and Programs, 7007 College Boulevard, Suite 420, Overland Park, KS 66211; (913) 339-6226.

3 National Council on Family Relations, 1201 West River Parkway, Suite 200, Minneapolis, MN 55445; (888) 781-9331.
Teacher Education Programs

All professional teacher education licensure programs have been accredited by the National Council for Accreditation of Teacher Education (NCATE)\(^4\) since 1969. NCATE is recognized by the United States Department of Education and the Council for Higher Education as a professional accrediting body for teacher preparation. NCATE determines which colleges of education meet rigorous national standards in preparing teachers and other classroom specialists. The Concordia University, Saint Paul, programs were most recently reviewed in 2008 and reaccreditation was granted through 2015. All graduate programs in education are also fully accredited by NCATE. Additionally, all teacher licensure programs are approved by the Minnesota Board of Teaching\(^5\) with the most recent approval completed in 2008 and through 2015.

**ACADEMIC AFFILIATES**

American Association of Colleges of Teacher Education (AACTE)
Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE)
Association of Collegiate Business Schools and Programs (ACBSP)
Concordia University System (CUS)
Council of Independent Colleges (CIC)
Higher Learning Commission (HLC) of the North Central Association (NCA)
Midwestern Association of Graduate Schools (MAGS)
Minnesota Association of Colleges of Teacher Education (MACTE)
Minnesota Department of Education (MDE)
Minnesota Office of Higher Education (OHE)
Minnesota Private College Council (MPCC)
National Association for Education of Young Children (NAEYC)
National Council for Accreditation of Teacher Education (NCATE)
National Council for Family Relations (NCFR)

**ENROLLMENT (FALL, 2010 CENSUS)**

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Headcount</td>
<td>2,800</td>
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<tr>
<td>University Fulltime Equivalent</td>
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<tr>
<td>Traditional Undergraduate Headcount</td>
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<tr>
<td>Traditional Undergraduate Fulltime Equivalent</td>
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<td>Degree Completion Undergraduate Headcount</td>
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<td>Degree Completion Undergraduate Fulltime Equivalent</td>
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<tr>
<td>Graduate Headcount</td>
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<tr>
<td>Graduate Fulltime Equivalent</td>
<td>1,090</td>
</tr>
</tbody>
</table>

**COLLEGES AND SCHOOLS**

College of Arts and Letters
College of Business and Organizational Leadership
College of Education and Science

School of Continuing Studies
School of Graduate Studies

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\(^4\) National Council for Accreditation of Teacher Education, 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036-1023; (202) 466-7496.

\(^5\) Minnesota Board of Teaching, 1500 Highway 36 West, Roseville, MN 55113-4266; (651) 582-8833.
ACADEMIC DEGREES

Bachelor of Arts (B.A.)
Bachelor of Science (B.S.)
Bachelor of Business Administration (B.B.A.)
Master of Arts (M.A.)
Master of Business Administration (M.B.A.)
Educational Specialist (Ed.S.) – in approval phase
Master of Science (M.S.) – in approval phase

GRADUATE PROGRAMS

Business Administration (M.B.A.)
Business Administration with Health Care Management emphasis (M.B.A. HCM)
Christian Outreach Leadership (M.A. COL)
Criminal Justice Leadership (M.A. CJL)
Classroom Instruction (M.A.E. CI)
Classroom Instruction with Reading endorsement (K-12) (M.A.E. CIR)
K-12 Reading Endorsement (no M.A.)
Differentiated Instruction (M.A.E. DI)
Early Childhood (M.A.E. EC)
Educational Leadership (M.A.E. EdL)
Educational Specialist (Ed.S) in Educational Leadership – in approval process
Educational Technology (M.A.E. ET)
Family Life Education (M.A. FLE)
Human Resource Management (M.A. HRM)
Leadership and Management (M.A. LM)
Sports Management (M.A. SM)
Strategic Communication Management (M.A. SCM)
Special Education (Emotionally Behaviorally Disordered; Learning Disabilities)

UNDERGRADUATE PROGRAMS

Majors – Traditional Undergraduate

Accounting (B.B.A.)
Art Design – see Design major
Art Education/Teaching – see Visual Art Education (K – 12) major
Art Studio
Athletic Training – an emphasis in Exercise Science; see Exercise Science major
Biology (B.A. and B.S.)
Business Management
Chemistry (self-designed)
Chemistry Education/Teaching (Grades 9 – 12)
Child Learning and Development
Christian Ministry (with either DCE or DCO certification)
Church Music
Communication Arts and Literature Education/Teaching (Grades 5 – 12)
Communication Studies
Community Arts
Community Health Science
Criminal Justice
Design
Director of Christian Education – see Christian Ministry major

Bachelor of Arts unless noted

Concordia University, St. Paul, Minnesota
Director of Christian Outreach – see Christian Ministry major
Director of Parish Music – see Church Music major
Early Childhood Education/Teaching (Birth – Grade 3)
Education – Teaching licensure programs
  Art Education/Teaching – see Visual Art Education Teaching Major (K – 12)
  Chemistry Education/Teaching (Grades 9 – 12)
  Communication Arts and Literature Education/Teaching Major (Grades 5 – 12)
  Communication Arts and Literature Education/Teaching (Grades 5 – 8 add on to an existing license)
  Early Childhood Education/Teaching (Birth – Grade 3)
  Elementary Education/Teaching (Grades K – 6)
  English as a Second Language Education/Teaching (Grades K – 12)
  Health Education/Teaching (Grades 5 – 12)
  Kindergarten Endorsement (add on to an existing license)
  Life Science Education/Teaching (Grades 9 – 12)
  Mathematics with Secondary Education Certification (Grades 9 – 12)
  Mathematics Education/Teaching (Grades 5 – 8 add on to an existing license)
  Music Education/Teaching – Instrumental and/or Vocal (Grades K – 12)
  Parent and Family Education/Teaching
  Physical Education/Teaching (Grades K – 12)
  Pre-Primary Education/Teaching Endorsement (Age 3 – Pre-Kindergarten)
  Science (General) Education/Teaching (Grades 5 – 8 add on to an existing license)
  Social Studies Education/Teaching (Grades 5 – 12)
  Social Studies Education/Teaching (Grades 5 – 8 add on to an existing license)
  Special Education/Teaching (Grades K – 12) – at graduate level
    (Learning Disabilities and/or Emotional Behavior Disorders)
  Visual Art Education/Teaching (Grades K-12)

Elementary Education/Teaching (Grades K – 6)
English (emphasis areas: Creative Writing, Journalism, Literature, and Professional Writing)
English as a Second Language Education/Teaching (Grades K – 12)
Exercise Science (B.A. and B.S.)
Exercise Science/Athletic Training
Family Life Education
Finance (B.B.A.)
Graphic Design – see Design major
Health Education/Teaching (Grades 5 – 12)
History
Kinesiology (B.A. and B.S.)
Life Science Education/Teaching (Grades 9 – 12)
Marketing (B.B.A.)
Mathematics (B.A. and B.S.)
Mathematics with Secondary Education Certification (Grades 9 – 12)
Middle School Education Teaching (see Communication Arts/Literature, Mathematics, Science, Social Studies)
Music
Music (Instrumental and/or Vocal) Education Teaching (Grades K – 12)
Parent and Family Education Teaching
Physical Education Teaching (Grades K – 12)
Psychology (B.A. and B.S.)
Science – see for instance Biology, Chemistry, Pulmonary Science, or Radiological Science Leadership
Science (General) Education Teaching (Grades 5 – 8)
Secondary Education Teaching – see specific subject areas such as Biology, Chemistry, Communication Arts/Literature,
  Life Science, Mathematics, or Social Studies
Social Studies Education Teaching (Grades 5 – 8 and/or 5 – 12)
Sociology
Special Education Teaching (Grades K – 12) – at graduate level (Learning Disabilities and/or Emotional Behavior Disorders)
Sports Management
Sports Psychology
Theatre
Theology
Visual Art Education/Teaching (Grades K – 12)

Majors – Degree Completion Undergraduate

Bachelor of Arts unless noted

Business
Child Development
Criminal Justice
Exercise Science
Family Life Education
Food Retail Management
Health Care
Human Resource Management
Information Technology Management
Marketing and Innovation Management
Organizational Management and Leadership
Pulmonary Science (B.S.; self-designed)
Radiological Science Leadership (B.S.; self-designed)

Minors

Accounting
Art History
Art Studio
Athletic Training (track in Exercise Science)
Bible Translation
Biblical Languages
Biology
Business Administration
Chemistry
Christian Outreach
Communication Studies
Community Arts
Community Health Science
Confessional Lutheranism
Criminal Justice
Dance
Design
Education
English
Environmental Science
Family Studies
History
Hmong Studies
International Studies
Mathematics
Music
Parish Education and Administration
Political Science
Psychology
Religion
Sociology
Spanish
Special Education
Theatre
Urban Ministry
Writing
Writing/Communication

Programs

Director of Christian Education (DCE)
Director of Christian Education (DCE) via colloquy
Director of Christian Outreach (DCO)
Director of Christian Outreach (DCO) via colloquy
Director of Parish Music (DPM)
Director of Parish Music (DPM) via colloquy
Lutheran Classroom Teacher (LCT)
Lutheran Classroom Teacher (LCT) via colloquy
Pre-Deaconess Studies
Pre-Engineering Studies
Pre-Law Studies
Pre-Medical Studies
Pre-Nursing Studies
Pre-Physical Therapy Studies
Pre-Seminary Studies
Pre-Veterinary Studies

Certificates/Certification

Child Care Professional (12 credits)
Coaching (18 credits)
Early Childhood Education (12 credits)
Enterpreneur Incubator (19 – 23 credits)
Human Resource Management (12 credits)
Leadership (8 credits)
Marketing (15 credits)
Online Instruction (11 credits)
Parent Coaching (12 credits)
School Age Care (12 credits)
CAMPUS

Concordia University is located in the Midway district of Saint Paul, Minnesota, on Marshall Avenue between Snelling and Lexington, immediately south of United States Interstate 94, which joins Saint Paul and Minneapolis, often referred to as the "Twin Cities."

The 51-acre campus includes residence halls; classrooms; a science building; a music building; an art center and student union; a theatre arts center; a library technology center; a chapel; a cafeteria; a gymnasium and health and fitness center; and administration and faculty complexes. These facilities are conveniently located and many of them are interconnected. Athletic fields and university-owned apartment buildings are nearby. All teaching, activity, and ground level housing areas are accessible to those with disabilities.

Concordia University students are only minutes away from all that the metropolitan Twin Cities has to offer. Whether students seek employment possibilities, recreational pastimes, educational enrichment, service learning and community service opportunities, cultural enjoyment, or leisure activities unique to their own needs, at Concordia there are excellent opportunities for fulfillment.

FACILITIES

ARNDT SCIENCE HALL

The 26,000-square-foot Arndt Science Hall was constructed in 1965 and remodeled in 1989. The Science Hall offers a cadaver laboratory (new in fall, 2011), audio-visual facilities, faculty offices, a student lounge, a research lab and classrooms for physics, chemistry, biology, and math. Professor Edward L. Arndt, in whose memory the building is named, served at Concordia from 1897-1910 as the "first professor of science" and taught physics, geology, botany, zoology, and physiology.

BUENGER EDUCATION CENTER (BEC)

The BEC is named in honor of Dr. Theodore Buenger, Concordia's first president, who served in that capacity from 1893 – 1927, and continued as a faculty member until 1943. The BEC offers faculty offices, as well as a 4,000-square-foot event room. The BEC event room seats between 175 – 225 people and is commonly used for networking events, receptions, banquets, lectures, and club events.

BUETOW MEMORIAL MUSIC CENTER

Constructed in 1972, the 31,000-square-foot music center was named in honor of the late Herbert P. Buetow, a Saint Paul industrialist, philanthropist and Lutheran layman. The Center includes piano and organ teaching studios and practice stations; choral, orchestra, and band rooms; general classrooms; art exhibit area; and faculty offices. The uniquely designed recital hall, seating nearly 500 people, also houses the 44-rank Schlicker concert organ, a gift from local entrepreneurs, Mr. and Mrs. Paul A. Schilling.

CONCORDIA ART CENTER

The 23,000-square-foot Student Union was remodeled and renamed the Concordia Art Center in 2009 and houses facilities for the University's Art Department. In addition to faculty offices, there is working space for students enrolled in printmaking, painting, and other art studies. The Art Center also has a snack bar and study area on its main floor.

MEYER HALL

The 37,000-square-foot Classroom Building, as it was originally known, was constructed in 1917. The building was renamed Meyer Hall in 2006 in honor of Dr. Loma Meyer. Although primarily used for instructional purposes, the building also accommodates several administrative offices.

DINING HALL

The Dining Hall is located at the northern end of the campus' six main buildings which form a corridor. The Dining Hall is on the second floor, the Hoffmann Institute and Health Center are located on the top floor, and the President's Conference Room is on the lower level.

FANDREI CENTER
The Fandrei Center was acquired from the City of Saint Paul in 2003 and was dedicated in honor of Philip and LaVerne Fandrei. This building offers staff offices, athletic department offices, a classroom, and a locker room for the football team.

**GANGELHOFF CENTER**
The 70,000-square-foot Gangelhoff Center was completed in 1993 and was named after its benefactors, Ronald and Doris Gangelhoff. The center serves the university's academic, health, physical fitness, and recreational needs. This structure features a 45,000-square-foot arena that boasts four full-size basketball courts; a 200-meter running track; and an arena floor that accommodates basketball, volleyball, tennis, badminton, and indoor soccer. The Gangelhoff Center arena has a seating capacity of more than 3,000 and has hosted conventions, concerts and trade shows. It also provides a strength and conditioning room, a classroom and lounge areas for breakout sessions including a concession stand and a fully staffed athletic training room.

**GRAEBNER MEMORIAL CHAPEL**
Graebner Memorial Chapel, built in 1911, was formerly the school's gymnasium and was transformed into the chapel in 1955. It currently accommodates up to 400 people. The chapel is named for Dr. Martin Adolph Henry Graebner, who served as second president of Concordia from 1927 – 1946. The 3,500-square-foot Cross of Christ Fellowship Center addition was completed in 2008, where events are now held. The Fellowship Center also includes the Carlander Room and the Underground, which are primarily used for meetings.

**LIBRARY TECHNOLOGY CENTER (LTC)**
The 43,000-square-foot Library Technology Center, completed in 2003, provides academic materials, study space and LTC staff offices. The lower level houses up to 124,000 circulating collection of books and also serves as a space for special collections, meeting rooms and staff offices. The circulation desk and reference desk, as well as the curriculum and reference collections, are located on the main floor of the building. The upper level of the LTC is comprised of seven classrooms and the Faculty Scholarship Center. Concordia's virtual library, the Cooperating Libraries in Consortium (CLICnet), provides 1.5 million holdings representing up to one million unique titles.

**LUTHERAN MEMORIAL CENTER (LMC)**
The 30,000-square-foot Lutheran Memorial Center was opened in 1953 as the school's gymnasium, but was remodeled in 1999 to house the College of Business and Organizational Leadership, the School of Continuing Studies, and other administrative department offices. The LMC is dedicated to those young men and women who lost their lives during World War II. The building currently houses the offices of Admissions, Financial Services, University Advancement, University Marketing, and the Ceramics studio.

**POEHLER ADMINISTRATION BUILDING**
Dedicated in 1970, this three-story, 25,000-square-foot structure houses faculty offices for the School of Education, the School of Arts and Sciences, the School of Vocation and Ministry and other administrative offices. The building is named in honor of Concordia's third president, Dr. William A. Poehler, who served from 1946 – 1970.

**RESIDENCE HALLS**

**HYATT VILLAGE**
At 28,000-square-feet, Hyatt Village is an air conditioned, suite-style apartment housing complex which was dedicated in 1984. Each suite has two 10’ by 12’ rooms and one private bathroom.

**LUTHER HALL**
The 36,000-square-foot Luther Hall was dedicated in 1925 as first-year, female student housing. Each room is 12’ by 18’. The hall is connected to the campus tunnel.

**HOLST HALL**
This 102,000-square-foot, apartment-style residence hall houses 300 upperclassmen. The building was originally called the Residence Life Center when it opened in 2008. The RLC was rededicated as Holst Hall in May 2011 in honor of the Rev. Dr. Robert Holst, who retired as Concordia's eight university president. Holst Hall offers apartment-style 4-bedroom, 2-bedroom and studio units. Each suite includes a private bathroom, fully equipped kitchen, and furnished living room and bedrooms. Building amenities include a fitness center, laundry facility, media room and meetings spaces for student groups.
WOLLAEGER HALL
The 35,000-square-foot Wollaeger Hall serves as first-year, male student housing on the upper level. This hall is air conditioned and houses two students per 12 foot by 18 foot room. Wollaeger features the Barbara Schoenbeck Early Learning Center and the Hand-In-Hand Child Care Center on the main floor.

SEA FOAM STADIUM
Sea Foam Stadium was opened in 2009. It seats up to 3,500 spectators and includes an athletic field with artificial turf, an 8-lane running track, field equipment, bleachers, concession facilities, and an inflatable dome during the winter months. The opening of Sea Foam Stadium brought football back on-campus for the first time in 30 years, when the original field was sacrificed to highway construction.

THEATRE ARTS CENTER
The Concordia Theatre Arts Center, which is connected to the Buetow Music Center, was completed at 35,000-square-feet in 1994. The new facility supports theatre education and experiences for students, as well as community audiences. It houses the 350-seat flexible proscenium E.M. Pearson Theatre; rehearsal, dance, costume, and scenery studios; theatrical classrooms; a 100-seat Westlund black box theatre laboratory; elevator orchestra pit; state-of-the-art lighting and sound control systems; and offices.

DIVERSITY INITIATIVES

DIVERSITY AFFAIRS OFFICE
The Diversity Affairs Office serves as an advocate and resource for students, and works collaboratively with staff and faculty to promote an inclusive, Christ-centered campus community. With support from others, the Diversity Affairs office provides:

- vision and leadership for the university's diversity efforts through creative programming, consultation and partnerships;
- supportive and sustaining relationships with students, colleagues and various public constituents;
- attention to needs, issues, and concerns impacting diversity throughout the campus;
- oversight of the university's strategic diversity priorities;
- coordination of activities that promote the identity of students of color, and
- opportunities for celebration of the harmony in diversity on the campus and within the community.

For inquiries relating to any diversity initiatives, please contact Dr. Cheryl Chatman, Executive Vice President and Dean of Diversity at chatman@csp.edu or at (651) 603-6151.

UNITED MINDS OF JOINT ACTION (UMOJA)
United Minds of Joint Action (UMOJA) is an organization that provides students opportunities for leadership, mentoring, advocacy, outreach, internships, and culture-specific educational, social and recreational activities. Opportunities to serve as officers, committee chairs, artists, performers and ambassadors exist from the freshmen to senior years. The mission of UMOJA is to:

- foster academic achievement and service,
- address issues and concerns particularly affecting students of African descent in relation to all students,
- promote an understanding and appreciation of cultural differences, and
- create unity among students of multi-cultural heritage within Concordia University and the surrounding community.

For more information about UMOJA, contact the organization’s advisor, Adrian Perryman at perryman@csp.edu or (651) 641-8843.

CONCORDIA HMONG UNITY STUDENT ASSOCIATION (CHUSA)
Concordia has an active Hmong organization and support program, which provides advocacy, leadership experiences, internship opportunities and social connections. CHUSA’s mission is to promote Hmong culture, practices, and history through academic leadership workshops, events and collaborations. CHUSA offers students a channel to make meaningful connections with other students and the overall campus. From simulations and workshops/lectures to the Ua Tsaug (Thanksgiving) event, CHUSA’s presence on campus is widely known and highly respected. The goals of the association are:
• to promote and understand Hmong Cultural awareness through cooperation and unity at Concordia University, Saint Paul
• to promote the Hmong Minor program and other Hmong related initiatives at Concordia University, Saint Paul
• to promote and develop an effective communication and understanding of the Hmong people throughout the Concordia community, on and off campus
• to promote academic achievement of CHUSA members and encourage them to use it for benefit of the Concordia University community and throughout the Twin Cities
• to educate and promote the Concordia University college experience through activities, events and collaboration with other clubs and organizations throughout the Twin Cities.

For information about CHUSA contact Professor Lee Pao Xiong, Director of the Center for Hmong Studies at xiong@csp.edu or at (651) 641-8870.

LEGAL NOTICES
The Concordia University Board of Regents operates Concordia University as an institution of higher education.

All information in this Academic Catalog was current at the time of publication. However, the information in this catalog does not constitute a contract between Concordia University and the student. The material contained in this catalog is for information only. The University reserves the right to make changes in curricula, admissions policies and processes, tuition and financial aid, academic standards and guidelines, student services and any other regulations or policies set forth in this catalog without giving prior notice. All questions may be referred to the Office of Academic Affairs. Concordia University, Saint Paul, is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions of higher education.

NOTICE OF NON-DISCRIMINATION
Concordia University does not discriminate for admission of students on the basis of race, color, creed, religion, national or ethnic origin, disability, sex, age, marital status, veteran or veteran disability status, or sexual orientation.

Any persons having inquiries concerning Concordia University’s compliance with the regulations implementing Title VI, Title VII, Title IX or Section 504 or Americans with Disabilities Act are directed to contact one of the following:

Mary Arnold, Director of Human Resources
Concordia University
1282 Concordia Avenue
Saint Paul, MN, 55104-5494
(651) 641-8268 or marnold@csp.edu

Dr. Cheryl Chatman, Title IX Coordinator
Concordia University
1282 Concordia Avenue
Saint Paul, MN, 55104-5494
(651) 603-6151 or chatman@csp.edu

Persons may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution’s compliance with the regulations implementing Title VI, Title VII, Title IX Section 504, or Americans with Disabilities Act.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT – CONFIDENTIALITY
Students enrolled at Concordia University, Saint Paul, are required to give certain information in order that the University may make reasonable judgments about them, provide services, and give informed advice regarding courses to be followed. Such personal data and information may become part of the student education record. Students may make the justifiable assumption that the University, as custodian of this data, will preserve the data’s private nature. By requiring or requesting such information, Concordia University gives assurance that the information will be protected against improper disclosure.

Concordia University observes the following principles:

1. Appropriate Concordia University officials are held directly responsible and accountable for the careful protection of student education records against possible misuse.
2. Within Concordia University, student education records will be used only for appropriate research, educational, and Concordia University administrative functions. Access to those records is allowed only to those members of Concordia University community whose designated responsibilities reasonably require access or to persons to whom the student has given written permission for access.
3. Concordia University provides the student with the right to access, inspect and obtain copies of all information in student education records except a) financial information submitted by parents and b) confidential letters and recommendations collected under established policies of confidentiality or to which the student has waived in writing the right of inspection and review.

4. Concordia University gives students the right to request amendment of the contents of student education records, to have a hearing if the result of the request for amendment is unsatisfactory, and to include a statement for inclusion in the record if the decision resulting from the hearing is unacceptable to the student.

5. Concordia University notifies students annually of their privacy rights, their right to file complaints concerning alleged failures of Concordia University to comply with their privacy rights, and where copies of the Concordia University policy and procedures on access to student records may be obtained.

6. The student education records of Concordia University vary in their nature and location. Steps taken to protect against improper disclosure are designed for the circumstance.

**Student Education Records**

**Directory Information – Category I**
The student's name, address, electronic (E-mail) address, home town, telephone number, dates of enrollment and enrollment status (full time, part time, not enrolled, withdrawn and date of withdrawal), major, minor, adviser, photo, college and class, academic awards and honors received (including dean's list recognition), curricular and co-curricular activities, and (in the event of the student's graduation) the degree(s) received/conferred (including dates), are matters of public record or directory information. Therefore, Concordia University officials and departments may provide this information, in answer to inquiries, without requiring authorization from the student. However, students may prohibit disclosure of directory information at any time during their enrollment. The entire student file may be marked confidential if the student completes a Student Information Suppression / Release Form. The form is available in the Bear Center. Records remain suppressed until a Student Information Suppression / Release Form is completed to release information.

**Directory Information Category II (For Student Athletes Only)**
Past and present participation in university sponsored athletics, physical factors (height, weight of athletes) and birth date are considered directory information for athletes only.

**Other Student Education Records**
Student education records other than directory information include, but are not limited to: transcripts, test scores, college advising records, disciplinary files, financial aid information, housing records, and records of educational services that are provided to students. Such records are not disclosed to anyone except:

1. The student and others on written authorization by the student;
2. Persons within Concordia University who have a legitimate interest in the information for educational, administrative, or research purposes;
3. Other educational institutions in which the student seeks to enroll, provided the disclosure is limited to official copies of student transcripts or test scores from the appropriate Concordia University office;
4. Other organizations conducting educational research studies provided the studies are conducted in a manner that will not permit identification of students and the information will be destroyed when no longer needed for the purpose for which the study was conducted;
5. Persons in compliance with a court order or lawfully issued subpoena, provided that a reasonable attempt is made to notify the student in advance of compliance thereof;
6. Appropriate persons in connection with an emergency, provided the information is necessary to protect the health or safety of the student or other individuals;
7. Accrediting organizations and state or federal education authorities when the information is needed for auditing, evaluating, or enforcing legal requirements of educational programs, provided the accrediting organizations and authorities protect the data in a manner that will not permit the personal identification of students and personally identifiable information is destroyed when no longer needed;
8. Appropriate persons or agencies in connection with a student's application for or receipt of financial aid to determine eligibility, amount, or conditions of financial aid;
9. Parents of a dependent student as defined under the Internal Revenue Code. (Each time a parent requests access to records the parent must submit a current tax statement listing the dependent student.)

**Other Student Records – Non Academic**
Concordia University maintains other records that contain information about students. Information in medical or psychological counseling records, including results of examinations by Concordia University personnel, is afforded greater protection. Concordia University obtains such information with a commitment as to its highly private nature. Such records should not be disclosed except (a) under direct written authorization by the student, (b) pursuant to a court order signed by a judge, or (c) as otherwise required by law. Concordia University Security and Human Resources records contain information about students, but are not student education records and are not covered by this policy. University offices which are responsible for such records observe information release policies which protect the subjects of such records against improper disclosure and are consistent with applicable laws.

The Title IX implementing regulations at 34 C.R.F. 106.8(a) require that each recipient designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The coordinator’s responsibilities include investigating complaints communicated to the recipient alleging noncompliance with Title IX. Section 106.8(a) also requires the recipient to notify all students and employees of the name, address, and telephone number of the designated coordinator. Section 106.8(b) requires that each recipient adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints under Title IX. To file a grievance regarding possible Title IX Compliance, grievance must be submitted in writing to Christine McIntosh, Title IX Compliance Officer.

**FEDERAL TITLE II REPORTING FOR TEACHER EDUCATION**

In compliance with public disclosure requirements for institutions of higher education in the Higher Education Act, Title II, sections 207(0)(1) and 207 (0)(2): The Educational Testing Service (ETS) has reported the following institutional pass rates for Concordia University regarding program completers in teacher education:

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**STUDENT CONSUMER INFORMATION**

Concordia University fully complies with Public Law 101-542 The Student Right-to-Know and Campus Security Act, as amended by Public Law 102-26, the Higher Education Technical Amendments of 1991. Under these laws, retention and completion rates for entering students are kept by the associate dean of enrollment and are available to all current and prospective students. The Safety and Security office makes available to all students various policies and statements regarding campus security, including statistics on various types of crime that may have occurred. A copy of the campus Alcohol and Drug Policy can be found in the Student Policies Handbook.
ADMISSION: UNDERGRADUATE TRADITIONAL PROGRAMS

GENERAL ADMISSION INFORMATION
Candidates for undergraduate admission to Concordia University must be graduates of a regionally accredited high school or home school or hold the General Education Diploma (GED). Applicants must be persons of good moral character. First year students may apply for admission beginning with fall or spring terms. Transfer students may apply for admission for the fall, spring, or summer terms. Early application is encouraged.

ACADEMIC REQUIREMENTS AND PROCEDURES
Transcripts should demonstrate that candidates have successfully completed requirements in the following high school subjects: four years of English, two years of history/social sciences, two years each of mathematics and science, two years of fine arts, and one year of health/physical education. Applicants who have not had the college preparatory courses indicated above may be admitted upon examination of their academic records, provided they meet other admission criteria.

FIRST-YEAR STUDENTS
1. Complete the Undergraduate Application for Admission and include a $30 non-refundable application fee. Applications are encouraged to be submitted via the undergraduate admission website, www.csp.edu. The fall term deadline is August 1 and winter term is December 1.
2. Request that an official transcript of the high school record to date be sent to Concordia University, and also a FINAL official transcript after the senior year's grades and graduation have been recorded. Passing General Education Development (GED) scores may be accepted in lieu of verification of graduation.
3. Complete the ACT and have an official Student Profile Report sent directly to the Concordia University Office of Undergraduate Admission. Arrangements for taking the ACT should be made through the high school counselor's office. The SAT or the PSAT may be substituted for admission purposes only.
4. Submit one letter of recommendation on forms provided by the Office of Undergraduate Admission. The form is to be completed by a guidance counselor or a teacher.
5. First-time freshmen who graduated from high school five or more years before application may submit a statement of educational objectives in lieu of items 3 or 4 above.

TRANSFER STUDENTS
1. Complete the application for admission and include a $30 non-refundable application fee. Applications are encouraged to be submitted via the undergraduate admission website, www.csp.edu. The fall term deadline is August 1 and winter term is December 1.
2. Submit official transcripts from each college or post-secondary school attended. If currently enrolled, submit a final transcript after completion of studies. If applicants have not completed one year (45 quarter credits or 20 semester credits) of college at an accredited institution, complete high school transcripts and the official ACT Student Profile Report must be submitted.
3. Submit a letter of recommendation on the form provided by the Office of Undergraduate Admission from the dean of students of the institution last attended.

Transfer students should have maintained an overall grade point average of "C" or better in previous courses. Concordia University accepts an Associate of Arts degree or the Minnesota Transfer Curriculum in lieu of our general education requirements. Exceptions include the 8 credits of Religion and requirements within majors that include general education courses not previously completed.

NOTE: Admission to specific majors is required beyond general admission to the university. See the appropriate departmental major and/or the Office of Undergraduate Admission.

APPLICATION CONTACTS
Persons seeking undergraduate admission should direct all correspondence to:
Office of Undergraduate Admission
Concordia University, Saint Paul
1282 Concordia Avenue
Saint Paul, Minnesota 55104-5494
Students may also submit an on-line application at www.csp.edu. Correspondence includes all matters and inquiries connected with admission, such as application forms, letters of recommendation, ACT scores, transcripts and fees. Remittances should be made payable to Concordia University, Saint Paul and sent to the Office of Undergraduate Admission.

**Acceptance to Concordia University**

All prospective students will be notified by letter of the action taken on their application. Materials submitted should demonstrate that applicants satisfactorily meet admission criteria set by the faculty of Concordia University. Exceptions are considered by the Undergraduate Admissions Committee. Appeals may be made to the Vice President for Academic Affairs.

**Immunization**

Minnesota law requires that all students provide a written statement verifying the date of the last diphtheria/tetanus immunization (must be within the last 10 years) and the dates of two doses of measles, mumps, and rubella immunizations (must be after the age of one year). Certain exemptions are provided in the law for medical contraindication and for conscientiously held beliefs. In addition to the Minnesota law, the Concordia Health Center and the American College Health Association recommends the following immunizations: the Hepatitis B vaccine (a series of three vaccines) and a meningococcal vaccine if you plan to live on campus. Please discuss these recommendations with a health care provider or you may call our Health Center at (651) 641-8235 and talk to the campus nurse.

**Post-Baccalaureate Teacher Licensure**

Persons possessing an undergraduate degree from an accredited institution may satisfy teaching licensure requirements in any of the licensure areas offered by Concordia University by completing the undergraduate requirements for the license or endorsement desired. Students have the option of attending as full-time students or as part-time students. Contact the Office of Undergraduate Admission (651) 641-8230 or Professor Rick Benson at (651) 641-8245 or benson@csp.edu for more information.

**Southeast Asian Teacher Licensure Program (S.E.A.T.)**

Concordia University offers a program leading to a degree and/or teacher licensure for students currently working in schools. The state of Minnesota supplies some of the scholarship money for this program. Contact the Office of Undergraduate Admission (651) 641-8230 or Director of the SEAT program, Professor Sally Baas at (651) 603-6188 or baas@csp.edu for more information.

**Visiting Students**

Concordia University welcomes students on a temporary basis who have been regularly admitted to another regionally accredited post-secondary institution. This enrollment is generally offered to provide special courses at Concordia University that may not be available at the other institution, to meet a temporary special interest, or to provide coursework in the student's present local environment.

In order to be admitted as a visiting student, a basic demographic information form must be completed by the previous college or university (where student was regularly admitted) as well as a form verifying the student's admission and giving the institution's approval for the student's registration plan.

Course requests are submitted to the registrar who acts as advisor to the student. If the student wishes to complete a program, regular admission procedures apply.

**Re-Admission of Former Students of Concordia University**

1. Apply for re-admission through the Office of Undergraduate Admission two weeks prior to the start of the term. No application fee is required.
2. Submit information concerning activities since last attending Concordia University, send appropriate letters of recommendation if required, and include a statement of educational objectives.
3. Request official transcript of credits earned at other institution(s) to be sent to the Registrar.

**International Students**

1. Submit all material required of entering freshmen and/or transfers. This includes an English translation transcript of level of education.
2. Submit evidence of one or more of the following:
   a. Score of at least 500 on the paper-based Test of English as a Foreign Language (TOEFL) or at least 173 on the computer-based test.
   b. Equated score of at least 70 on the Michigan test.
c. Completed level 112 from English Language Services (ELS). Based on these test results Concordia University’s testing program results, and the student’s classroom performance during the early part of the semester, tutorial needs of the student are determined by the director of the academic support programs, in consultation with appropriate faculty personnel.

3. Demonstrate ability to meet the expenses of university fees, tuition, room and board, transportation and personal expenses. I-20 forms will be issued only after the application is accepted by the Office of Undergraduate Admission and the first semester is paid in full.

4. Submit health and immunization records as required by law. International students are admitted for the fall and spring terms only.

5. Any transcripts provided must be evaluated by an outside agency for American equivalents.

POST-SECONDARY ENROLLMENT OPTION PROGRAM (P.S.E.O.)

Minnesota High School juniors and seniors from public, private, and home schools may apply for admission to Concordia University’s Post-Secondary Enrollment Options (PSEO) program. A limited number of students are initially accepted on a space available basis. Students with a 3.5 unweighted grade point average (GPA) or higher are encouraged to apply. The application deadline is May 1 each year.

Application procedures include submitting the following:

1. PSEO Application
2. Official High School Transcript
3. Writing Sample
4. Guidance Counselor Letter of Recommendation
5. Minnesota Postsecondary Enrollment Options Program Notice of Student Registration

Students admitted to the Concordia University PSEO program have the opportunity to take 100-200 level course. Upper-level courses are available only with the permission of the university's PSEO Coordinator. Religion courses, independent studies, and summer courses are excluded. Additional fees may not be covered by the PSEO program (i.e. technology fees, private music lessons, etc.)

Academic Disqualification – PSEO students who receive a cumulative GPA of less than 2.00 will be academically disqualified and dismissed from the Concordia University PSEO program. Students may appeal their academic disqualification to the university's PSEO Coordinator.

ADVANCED PLACEMENT PROGRAM

Concordia University will grant credit for most College Board Advanced Placement (AP) Examinations to students with a grade of three, four, or five. Students should have an official score report sent to Concordia University (code number 6114). Concordia University's AP credit policy is posted on www.csp.edu.

COLLEGE-LEVEL EXAMINATION PROGRAM

Concordia University will grant credit for most College-Level Examination Program (CLEP) results to students with a score of 50 or higher. Only those exams listed in the CLEP credit policy will be accepted. Students should have an official score report sent to Concordia University, Saint Paul - code number 6224. Information about the CLEP examinations can be found at www.collegeboard.com/student/testing/clep/about.html. Concordia University's CLEP credit policy is posted on www.csp.edu.

NEW STUDENT ORIENTATION

Both first-year students and transfer students are required to attend one New Student Orientation (NSO) session offered in June or August. Students begin to build relationships with other students, faculty, and staff. They receive pertinent non-academic information, meet with an academic advisor, and then helped to register for classes. Students also receive information about non-academic aspects of life at Concordia University relative to parking permits, voicemail, books, technology, and co-curricular activities, etc.

Fall Semester: All first year students begin the College Transitions class on the first day of Welcome Week. Students are assigned to their College Transitions class by the Office of Academic Advising. During Welcome Week, they spend time with other students, along with a Peer Advisor and Faculty Advisor. Transfer students and returning students are invited to attend Welcome Week activities prior to the beginning of classes. Welcome Week activities build a foundation for enhancing community and promoting academic growth in a Christian environment.
Spring Semester and Summer Semester: First year students and transfer students are required to attend and NSO/Transfer session in December for spring semester and May for summer.

ADMISSION: UNDERGRADUATE DEGREE COMPLETION PROGRAMS AND CONTINUING STUDIES PROGRAMS

LEARNING CONCEPT
The goal of the undergraduate degree completion programs is to link learning directly to a student’s present or planned career activities – connecting coursework to life experience. This educational model is designed specifically for adult learning.

- Prior collegiate and extra-collegiate learning derived from academic, personal, and professional experiences since high school may be evaluated for college credit.
- Past and present work experience will serve as a catalyst in the learning process. At the heart of the education model is a major project, which continues throughout the program, blends study and experiential learning.

Concordia University faculty are devoted to this educational model and fully respects students’ prior learning as worthwhile and valuable in the educational setting. Experienced in their respective fields, instructors come from Concordia University faculty ranks or are adjunct faculty who have proven expertise and enjoy working with adult students.

GENERAL ADMISSION INFORMATION
Candidates for undergraduate admission to Concordia University, Saint Paul, must be graduates of a regionally accredited high school or home school or hold the GED certificate. Applicants must be persons of good moral character. Early application is encouraged.

ACADEMIC REQUIREMENTS AND PROCEDURES
1. Submission of Undergraduate Application for Admission
2. Submission of $30 application fee
3. Submission of official transcripts from all previously attended institutions indicating a minimum of 36 semester credits, transferable, from accredited colleges or universities, or a combination of transferable credits and extra collegiate learning experience equaling 36 semester credits
4. Verification of a cumulative grade point average (CGPA) of 2.0 or better.
5. Statement of goals covering employment history and long-term academic and professional goals (1 to 2 pages, doublespaced)

Upon receipt of official transcripts, an academic advisor will review them and determine the number of transferable credits that have been satisfied. When the above requirements have been met and the University's Admissions Office has received and processed the completed application, the file will be reviewed for acceptance.

INTERNATIONAL STUDENTS
1. Submit all material required of entering freshmen and/or transfers. This includes an English translation transcript of level of education.

2. Submit evidence of one or more of the following:
   a. Score of at least 500 on the paper-based Test of English as a Foreign Language (TOEFL) or at least 173 on the computer-based test.
   b. Equated score of at least 70 on the Michigan test.
   c. Completed level 112 from English Language Services (ELS). Based on these test results, Concordia's testing program results, and the student's classroom performance during the early part of the semester, tutorial needs of the student are determined by the director of the academic support programs, in consultation with appropriate faculty personnel.

3. Demonstrate an ability to meet the expenses of university fees, tuition, room and board, transportation, and personal expenses. I-20 forms will be issued only after the application is accepted by the Office of Undergraduate Admission and the first semester is paid in full.

4. Submit health and immunization records as required by law. International students are admitted for the fall and spring terms only.

5. Any transcripts provided must be evaluated by an outside agency for American equivalents.

APPLICATION CONTACTS
Persons seeking undergraduate admission should direct all correspondence to:
Office of Undergraduate Admission (Degree Completion)
Concordia University, Saint Paul
1282 Concordia Avenue
Saint Paul, Minnesota 55104-5494
Students may also submit an online application at www.csp.edu. Correspondence includes all matters and inquiries connected with admission, such as application forms, letters of recommendation, ACT scores, transcripts and fees. Remittances should be made payable to Concordia University, Saint Paul and sent to the Office of Undergraduate Admission.

ACCEPTANCE TO CONCORDIA UNIVERSITY
All prospective students will be notified by letter of the action taken on their application. Materials submitted should demonstrate that applicants satisfactorily meet admission criteria set by the faculty of Concordia University. Exceptions are considered by the Degree Completion and Graduate Admissions Committee. Appeals may be made to the Vice President for Academic Affairs.

IMMUNIZATION
Minnesota law requires that all students provide a written statement verifying the date of the last diphtheria/tetanus immunization (must be within the last 10 years) and the dates of two doses of measles, mumps, and rubella immunizations (must be after the age of one year). Certain exemptions are provided in the law for medical contraindication and for conscientiously held beliefs. In addition to the Minnesota law, the Concordia Health Center and the American College Health Association recommends the following immunizations: the Hepatitis B vaccine (a series of three vaccines) and a meningococcal vaccine if you plan to live on campus. Please discuss these recommendations with a health care provider or you may call our Health Center at (651) 641-8235 and talk to the campus nurse.

RE-ADMISSION OF FORMER STUDENTS OF CONCORDIA UNIVERSITY
1. If less than five years since last date of attendance, students are to contact their academic advisor for re-admission.
2. If more than five years since last date of attendance, students must apply for re-admission through the Office of Undergraduate Admission. No application fee is required.
3. Submit information concerning activities since last attending Concordia, send appropriate letters of recommendation if required, and include a statement of educational objectives.
4. Request official transcript of credits earned at other institution(s) be sent to the registrar.

ADVANCED PLACEMENT PROGRAM
Concordia University will grant credit for most College Board Advanced Placement (AP) Examinations to students with a grade of three, four, or five. Students should have an official score report sent to Concordia University (code number 6114). Concordia University's AP credit policy is posted on www.csp.edu.

COLLEGE-LEVEL EXAMINATION PROGRAM
Concordia University will grant credit for most College-Level Examination Program (CLEP) results to students with a score of 50 or higher. Only those exams listed in the CLEP credit policy will be accepted. Students should have an official score report sent to
Concordia University, Saint Paul - code number 6224. Information about the CLEP examinations can be found at www.collegeboard.com/student/testing/clep/about.html. The CLEP credit policy is posted on www.csp.edu.

ADMISSION: GRADUATE PROGRAMS

GENERAL INFORMATION
Candidates for graduate admission to Concordia University, Saint Paul, must be graduates of an accredited university and hold a bachelor's degree. Applicants must be persons of good moral character. Early application is encouraged to ensure priority consideration.

ACADEMIC REQUIREMENTS AND PROCEDURES
1. Submission of Graduate Application for Admission
2. Submission of $50 application fee (waived for those who have completed an undergraduate degree at CSP)
3. Submission of official transcripts from a regionally accredited college or university issuing the baccalaureate degree
4. Verification of an overall undergraduate G.P.A. of 3.0 on a 4.0 scale
5. Statement of goals covering employment history and long-term academic and professional goals (1 to 2 pages, double-spaced)
6. Professional Resume

Additional requirements for specific programs may be required; please consult appropriate degree information. A partial list of additional requirements includes:

MA in Criminal Justice Leadership, Early Childhood, and Family Life Education

- Students must be currently working or volunteering in the program "field"

MA in Christian Outreach Leadership (College of Vocation and Ministry)

- A letter of recommendation from the applicant's pastor; two letters of recommendation from individuals who can verify applicant's outreach ministry experience or knowledge
- Outreach work experience resume
- Written expression of applicant's rationale for pursuing the degree
- Documentation of completion of Biblical and Christian coursework

APPLICATION CONTACTS
Persons seeking admission to graduate programs should direct all correspondence to:

Office of Graduate Admission
Concordia University, Saint Paul
1282 Concordia Avenue
Saint Paul, Minnesota 55104-5494

Students may also submit an on-line application at www.csp.edu. Correspondence includes all matters and inquiries connected with admission, such as application forms, letters of recommendation, ACT scores, transcripts and fees. Remittances should be made payable to Concordia University, Saint Paul and sent to the Office of Graduate Admission.

ACCEPTANCE TO CONCORDIA UNIVERSITY
All prospective students will be notified by letter of the action taken on their application. Materials submitted should demonstrate that applicants satisfactorily meet admission criteria set by the faculty of Concordia University. Exceptions are considered by the Degree Completion and Graduate Admissions Committee. Appeals may be made to the Vice President for Academic Affairs.

APPEAL OF POLICY AND PROCEDURE
Students not approved for graduate admission may appeal the admission decision. Steps for appeal include:

1. All appeals must be initiated within 30 calendar days after the contested judgment was made. All appeals must be processed within 60 calendar days after the initial appeal was filed
2. Students consult directly with the Director of Graduate Admission. The formal appeal process will be offered and explained in detail
3. Students submit a formal written appeal to be reviewed by the Degree Completion and Graduate Admissions Committee.
4. Appeals are reviewed within two weeks of submission
5. Communication of formal appeal provided in written letter to the graduate applicant
6. Decisions of the Degree Completion and Graduate Admissions Committee may be made to the Vice President for Academic Affairs

IMMUNIZATION
Minnesota law requires that all students provide a written statement verifying the date of the last diphtheria/tetanus immunization (must be within the last 10 years) and the dates of two doses of measles, mumps, and rubella immunizations (must be after the age of one year). Certain exemptions are provided in the law for medical contraindication and for conscientiously held beliefs. In addition to the Minnesota law, the Concordia Health Center and the American College Health Association recommends the following immunizations: the Hepatitis B vaccine (a series of three vaccines) and a meningococcal vaccine if you plan to live on campus. Please discuss these recommendations with a health care provider or you may call our Health Center at (651) 641-8235 and talk to the campus nurse.

RE-ADMISSION OF FORMER STUDENTS OF CONCORDIA UNIVERSITY
1. If less than five years since last date of attendance, students are to contact their academic advisor for admission.
2. If more than five years since last date of attendance, students must apply for re-admission through the Office of Undergraduate Admission. No application fee is required.
3. Submit information concerning activities since last attending Concordia, send appropriate letters of recommendation if required, and include a statement of educational objectives.
4. Request official transcript of credits earned at other institution(s) be sent to the registrar.

Intercollegiate athletics are considered an integral part of Concordia University’s educational experience. Concordia University is a member of the National Collegiate Athletic Association (NCAA) Division II and the Northern Sun Intercollegiate Conference. The university agrees to abide by the rules and policies governing the association. Eligibility rules and regulations governing students’ participation in intercollegiate athletics are available through the office of the athletic director.

The director of athletics supervises and directs the intercollegiate program of athletics and the intramural program for men and women. The director of athletics recommends the appointment of coaches for the various teams.

The compliance coordinator and faculty athletic representative are charged with the responsibility of ensuring that all participants in intercollegiate competition are eligible in accordance with the rules and regulations of the NCAA prior to their representing the institution in any manner. The Equity in Athletics Disclosure Report can be found in the athletic department. The report can be requested from the athletic compliance officer.

FIRST-TIME ENTERING FIRST-YEAR STUDENTS MUST MEET THE FOLLOWING ENTRY LEVEL REQUIREMENTS SET FORTH BY NCAA
A student-athlete who enrolls in a Division II institution as an entering freshman with no previous full-time college attendance shall meet the following academic requirements, as certified by an initial-eligibility clearinghouse approved by the Executive Committee, and any applicable institutional and conference regulations, to be considered a qualifier and thus be eligible for financial aid, practice and competition during the first academic year in residence.

QUALIFIER
A qualifier is defined as one who is a high-school graduate and who presented the following minimum academic qualifications:

1. A minimum grade point average of 2.00 (based on a maximum
2. The record of the above courses and course grades must be certified by the initial-eligibility clearinghouse using an official high-school transcript or official correspondence forwarded directly from the high school or upon a high-school transcript forwarded by an institution's department of University Enrollment, Marketing and Enrollment, and

3. A minimum combined score on the SAT verbal and math sections of 820 or a minimum score of 19 on the ACT. The required SAT or ACT score must be achieved under national testing conditions on a national testing date.

The student-athlete must demonstrate continued academic achievement in subsequent years while participating in athletics.

To participate the second season in a sport, the student must have accumulated 36 quarter or 24 semester institutional degree credit hours with at least a total cumulative grade point average of 2.00 on a 4.00 scale.

To participate the third season, the student must have accumulated 72 quarter or 48 semester institutional degree credit hours with at least a total cumulative grade point average of 2.00 on a 4.00 scale.

Also, a student-athlete shall designate a program of study leading toward a year of enrollment (fifth semester or seventh quarter) and thereafter the credits used to meet the satisfactory-progress requirements must be degree credit toward the student's designated degree program. This provision shall be applicable to the eligibility not only of a continuing student, but also of a transfer student from a four-year or two-year collegiate institution who is entering his or her third year of collegiate enrollment, even if the student has not yet completed an academic year in residence or utilized a season of eligibility in a sport at the certifying institution.

To participate the fourth season, the student must have accumulated 108 quarter or 72 semester institutional degree credit hours with at least a total cumulative grade point average of 2.00 on a 4.00 scale.

Students who have attended college previously are eligible to participate in intercollegiate athletics under other regulations. It is important that the prospective student-athlete determine, with the help of the compliance coordinator, which set of rules apply.

Returning student-athletes are governed by the following rules:

1. A student must be enrolled, attending classes, and be a student in good standing, in a minimum of 12 credit hours at the time of participation. Courses below "100" in the number system and repeated courses do not count toward satisfying the "normal progress" rule.

2. All participants must be making normal progress toward a degree. This is defined as earning 24 semester credits in the previous two semesters before participating in the activity. A maximum of one repeat course per term previously passed with a grade of "D" (or the equivalent) may be counted toward satisfying the 12-hour current enrollment rule. Repeated courses previously passed with a grade of "C" or better cannot be applied to meet either the 12-hour enrollment rule or the 24-credit rule.

3. All athletes must maintain a cumulative grade point average of 2.00.

4. An athlete who is eligible during the regular sports season for a particular sport and who is eligible at the end of the regular sport season shall retain eligibility in the particular sport for participation in post season approved events.

5. A student must meet the standards of the athletic conference and associations of which the university is a member.

6. A student must meet the requirements listed under medical examination in order to be eligible.

7. All athletes must be covered by health and hospitalization insurance.

8. Financial authority regarding participation rests with the director of athletics.

9. A student who officially withdraws from the university within 21 calendar days following official opening date of a class as stated in the catalog and does not transfer to another institution will not be charged with a term of attendance.

10. The director of athletics may refer hardship cases to the compliance coordinator. "Hardships" deal only with seasons or competition and must receive final approval by the conference of the NCAA Student-Athlete Reinstatement Committee.

The university does NOT provide special insurance coverage for athletes. Student-athletes assume the risks associated with competition and practice.
TUITION AND FEES 2012-2013

Undergraduate Traditional Programs (including BA, BS, BBA)
Public and private universities are immeasurably different, particularly in how they are funded. One major difference is that private schools rely on their own financial resources. The State of Minnesota provides no operating dollars for Concordia University. Tuition and fees make up a great deal of operating budget for Concordia University. (Additional funding is provided by the generosity of donors and gifts supplied by friends of the university.) As a result, every effort is being made to maintain the moderate cost of attending Concordia University. However, unexpected rising costs may necessitate a change in fees at the beginning of any semester.

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Undergraduate (per credit hour, for students registered for 6-11 credits) $1,250
Undergraduate (per credit hour, for students registered for 1-5 credits) $625
Summer School (2013) per credit hour $475
Auditing (per class) $175
Course overload (per credit hour, over 19 credits) $250
DCE or DCO Internship (in lieu of on-campus tuition) $14,850

OPTIONAL FEES

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking</td>
<td>No charge</td>
</tr>
<tr>
<td>Single Room (additional charge per semester)</td>
<td>$650</td>
</tr>
<tr>
<td>Room Charge (per day for early-arrival students)</td>
<td>$30</td>
</tr>
<tr>
<td>Extra institutional credit (includes credit by examination-per credit hour)</td>
<td>$270</td>
</tr>
<tr>
<td>Colloquy tuition rate (per credit hour)</td>
<td>$270</td>
</tr>
<tr>
<td>Technology fee for part-time students</td>
<td></td>
</tr>
<tr>
<td>Technology fee for part-time students 9 – 11 credits</td>
<td>$100</td>
</tr>
<tr>
<td>Technology fee for part-time students 6 – 8 credits</td>
<td>$200</td>
</tr>
<tr>
<td>Technology fee for part-time students 1 – 5 credits</td>
<td>$400</td>
</tr>
<tr>
<td>Post-Secondary Education Option (PSEO)</td>
<td>$100</td>
</tr>
<tr>
<td>Private Music Instruction (private lessons)</td>
<td>$210</td>
</tr>
<tr>
<td>Private Music Instruction (honors lessons)</td>
<td>$420</td>
</tr>
<tr>
<td>Science Lab Fees (varies by course)</td>
<td>$25-$50</td>
</tr>
<tr>
<td>Fine Art Fees (varies by course)</td>
<td>$25-$50</td>
</tr>
<tr>
<td>Biology and Chemistry Research Fee</td>
<td>$100</td>
</tr>
</tbody>
</table>

REQUIRED FEES

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Application for admission</td>
<td>$30</td>
</tr>
<tr>
<td>Credentials</td>
<td>$8 each set</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$100</td>
</tr>
<tr>
<td>* Transcript(s) – currently enrolled students and graduates within one full year of graduation date</td>
<td>Free up to maximum of 20 transcripts</td>
</tr>
<tr>
<td>* Transcripts (21st and beyond or after one year of graduation)</td>
<td>$7 each</td>
</tr>
</tbody>
</table>
Degree Completion Programs, Certificates, Post-Baccalaureate Licensure
Once a student enrolls in an undergraduate degree completion cohort, tuition will not change for that student as long as the student is continuously enrolled in that program and cohort.

PER CREDIT FEE FOR DEGREE COMPLETION PROGRAMS (2012-2013)

<table>
<thead>
<tr>
<th>Program</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>$420</td>
</tr>
<tr>
<td>Business Management</td>
<td></td>
</tr>
<tr>
<td>Food Retail Management</td>
<td></td>
</tr>
<tr>
<td>Hospitality Management</td>
<td></td>
</tr>
<tr>
<td>Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>Information Technology in Management</td>
<td></td>
</tr>
<tr>
<td>Marketing Management and Innovation</td>
<td></td>
</tr>
<tr>
<td>Organizational Management and Leadership</td>
<td></td>
</tr>
<tr>
<td>Child Development</td>
<td>$395</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>Family Life Education</td>
<td></td>
</tr>
<tr>
<td>Exercise Science</td>
<td></td>
</tr>
<tr>
<td>Pulmonary Science</td>
<td></td>
</tr>
<tr>
<td>Radiological Leadership</td>
<td></td>
</tr>
<tr>
<td>Application Fee</td>
<td>$30</td>
</tr>
<tr>
<td>Auditing (per class)</td>
<td>$150</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Change of Status Fee (after second change)</td>
<td>$75</td>
</tr>
</tbody>
</table>

*NOTE: Transcripts are only released by written request of the person who received credit at Concordia University. Requests may be sent via mail, fax, or the student may fill out a form in the Registrar’s Office. Concordia University regrets that telephone and emailed requests cannot be honored.

Transcript Requests: Allow two to three business days for processing plus mailing time.

DEPOSITS

<table>
<thead>
<tr>
<th>Deposit</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Enrollment Deposit</td>
<td>$100</td>
</tr>
<tr>
<td>The enrollment deposit is due within 30 days of acceptance to the university, non-refundable after May 1, and is applied toward the first semester costs.</td>
<td></td>
</tr>
<tr>
<td>Residence Hall Damage Deposit</td>
<td>$125</td>
</tr>
<tr>
<td>The residence hall damage deposit is to be paid with initial residence hall application and must be received before a housing assignment is made and residence hall keys issued. The damage deposit will be refunded to the resident upon cancellation or separation from the university, provided the cancellation deadline was met and there is no balance due on the student's account. Specific criteria for the return of the damage deposit are outlined in the residence hall housing agreement.</td>
<td></td>
</tr>
<tr>
<td>Residence Hall Down Payment for Returning Students</td>
<td>$100</td>
</tr>
<tr>
<td>The residence hall down payment is paid by students when re-applying for housing for the next academic year. The down payment is credited to fall semester room and board charge. It is not refundable after June 15.</td>
<td></td>
</tr>
<tr>
<td>Apartment Damage Student Deposit</td>
<td>$500</td>
</tr>
<tr>
<td>The apartment damage deposit is to be paid after student's apartment application has been approved and before keys are issued. Specific criteria for the return of the apartment damage deposit are outlined in the apartment housing agreement.</td>
<td></td>
</tr>
</tbody>
</table>
PAYMENT OF FEES (TRADITIONAL AND DEGREE COMPLETION)

Tuition and fee charges must be paid in full after the disbursement of financial aid and according to the Financial Payment Plan submitted by students to the university. All students must have a signed Financial Payment Plan on file in the Financial Aid office. Two payment options are available:

1. Payment in full (or the total balance due after financial aid*): The student agrees to pay the balance by the first day of the CSP Installment Plan for each term
2. CSP Installment Plan: The student agrees to make payments in up to two installments, plus a $35 enrollment fee, according to the published timeline

*Financial aid awards typically include loan opportunities for which students must apply and sign a Promissory Note if any loans are desired.

Late payment or failure to pay fees will result in a 1% finance charge. If a student does not pay the full balance due by the first day of the CSP Installment Plan, the student will be automatically enrolled in the CSP Installment Plan. If a student have not completed financial aid requirements and/or have not received aid by the Installment Plan deadline, the student will automatically enrolled in the Installment Plan. NOTE: The Installment Plan is not available for students that are taking only Continuing Studies courses or "visiting" students.

The Installment Plan dates are outlined in the “Tuition and Fee Payment Procedures” notice for each term. If a student leaves the institution during the semester, he/she forfeits the right to use the installment plan and the balance is due in full.

Concordia University reserves the right to modify payment plans during the time of student enrollment, specifically from year to year.

STUDENTS RECEIVING FINANCIAL AID

Students should be prepared to pay for books and other materials from personal funds until financial aid is disbursed. Only those students with bills paid in full will have access to grades, receive transcripts of credits, and receive diplomas.

Financial aid is not considered part of the payment until the aid award is granted and transmitted onto the student account. This takes place when the student has completed all the necessary paperwork for receiving financial aid.

All fees must be paid in full before next semester’s registration in order to be granted to registration for new courses.

REFUNDS OF TUITION

FOR FULL SEMESTER CLASSES (15 WEEKS)

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the first week of classes</td>
<td>90%</td>
</tr>
<tr>
<td>During the second week of classes</td>
<td>80%</td>
</tr>
<tr>
<td>During the third week of classes</td>
<td>50%</td>
</tr>
<tr>
<td>During the fourth week of classes</td>
<td>33%</td>
</tr>
<tr>
<td>During the fifth week of classes</td>
<td>17%</td>
</tr>
<tr>
<td>After the fifth week of classes</td>
<td>no refund</td>
</tr>
</tbody>
</table>

NOTE: Each day of summer school counts as one week.

FOR SEVEN WEEK CLASSES

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the first day of class</td>
<td>100%</td>
</tr>
<tr>
<td>After the first day of class</td>
<td>no refund</td>
</tr>
</tbody>
</table>

Refunds for room and board charges are determined by the last date of occupancy based upon the above schedule. This date is determined by a combination of the date keys are returned, the date the student moved out of the residence hall, and the last day the student was on the meal plan. The refund dates for room and board are sometimes different than the date of discontinuance from the university.
NOTE: See official procedures under "Withdrawal from the University" section of this catalog. Date of discontinuance is determined by the date of the filing of a "Change of Status" form with the Director of Advising.

**GRADUATE DEGREE PROGRAMS**

Public and private universities are immeasurably different, particularly in how they are funded. One major difference is that private schools rely on their own financial resources. The State of Minnesota provides no operating dollars for Concordia University. Tuition and fees make up a great deal of operating budget for Concordia University. (Additional funding is provided by the generosity of donors and gifts supplied by friends of the university.) As a result, every effort is being made to maintain the moderate cost of attending Concordia University. However, unexpected rising costs may necessitate a change in fees at the beginning of any semester.

NOTE: Once a student enrolls in a graduate cohort program, tuition will not change for that student as long as the student is continuously enrolled in that program and cohort.

**PER CREDIT FEES FOR GRADUATE PROGRAMS (2011-2012)**

<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• MA in Strategic Communication Management</td>
<td>$475</td>
</tr>
<tr>
<td>College of Business and Organizational Leadership</td>
<td></td>
</tr>
<tr>
<td>• MA in Leadership and Management</td>
<td>$475</td>
</tr>
<tr>
<td>• MA in Human Resource Management</td>
<td>$475</td>
</tr>
<tr>
<td>• MA in Criminal Justice Leadership</td>
<td>$450</td>
</tr>
<tr>
<td>• Master of Business Administration (MBA)</td>
<td>$625</td>
</tr>
<tr>
<td>• Master of Business Administration (with Health Care Emphasis)</td>
<td>$625</td>
</tr>
<tr>
<td>College of Vocation and Ministry</td>
<td></td>
</tr>
<tr>
<td>• MA in Christian Outreach Leadership</td>
<td>$450</td>
</tr>
<tr>
<td>College of Education</td>
<td></td>
</tr>
<tr>
<td>• MA in Education: Early Childhood Emphasis</td>
<td>$450</td>
</tr>
<tr>
<td>• MA in Education: Classroom Instruction Emphasis</td>
<td>$368</td>
</tr>
<tr>
<td>• MA in Education: Classroom Instruction with K-12 reading Endorsement</td>
<td>$368</td>
</tr>
<tr>
<td>• MA in Education: Differentiated Instruction Emphasis</td>
<td>$368</td>
</tr>
<tr>
<td>• MA in Education: Educational Leadership Emphasis</td>
<td>$368</td>
</tr>
<tr>
<td>• MA in Education: Educational Technology</td>
<td>$368</td>
</tr>
<tr>
<td>• MA in Family Life Education</td>
<td>$450</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Change of Status Fee (after second change)</td>
<td>$75</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$100</td>
</tr>
</tbody>
</table>

**PAYMENT OF FEES**

Tuition and fee charges must be paid in full after the disbursement of financial aid and according to the Financial Payment Plan submitted by students to the university. All students must have a signed Financial Payment Plan on file in the Financial Aid office. Two payment options are available:

1. Payment in full (or the total balance due after financial aid*): The student agrees to pay the balance by the first day of the CSP Installment Plan for each term

2. CSP Installment Plan: The student agrees to make payments in up to two installments, plus a $35 enrollment fee, according to the published timeline

*Financial aid awards typically include loan opportunities for which students must apply and sign a Promissory Note if any loans are desired.

Late payment or failure to pay fees will result in a 1% finance charge. If a student does not pay the full balance due by the first day of the CSP Installment Plan, the student will be automatically enrolled in the CSP Installment Plan. If a student have not completed financial aid requirements and/or have not received aid by the Installment Plan deadline, the student will automatically enrolled in the Installment Plan. NOTE: The Installment Plan is not available for students that are taking only Continuing Studies courses or "visiting" students.
The Installment Plan dates are outlined in the “Tuition and Fee Payment Procedures” notice for each term. If a student leaves the institution during the semester, he/she forfeits the right to use the installment plan and the balance is due in full.

Concordia University reserves the right to modify payment plans during the time of student enrollment, specifically from year to year.

**Students Receiving Financial Aid**

Students should be prepared to pay for books and other materials from personal funds until financial aid is disbursed. Only those students with bills paid in full will have access to grades, receive transcripts of credits, and receive diplomas.

Financial aid is not considered part of the payment until the aid award is granted and transmitted onto the student account. This takes place when the student has completed all the necessary paperwork for receiving financial aid.

All fees must be paid in full before next semester’s registration in order to be granted to registration for new courses.

**Refunds of Tuition**

Graduate program tuition is 100% refundable before the first day of class. After the first day of class there is no tuition available for refund.

Refunds for room and board charges are determined by the last date of occupancy based upon the above schedule. This date is determined by a combination of the date keys are returned, the date the student moved out of the residence hall, and the last day the student was on the meal plan. The refund dates for room and board are sometimes different than the date of discontinuance from the university. (See official procedures under “Withdrawal from the University” section of this catalog.)

Date of discontinuance is determined by the date of the filing of a "Change of Status" form with the Director of Advising.
FINANCIAL AID
Concordia University is committed to providing financial assistance that will ensure educational access for all eligible students.

Awards of financial aid will be made after students have been accepted for admission and all required information has been received. Aid awards are based on the number of credits taken and may be adjusted according to changing circumstances, the availability of funds, and the students' maintenance of satisfactory progress.

Concordia University cooperates with federal, state, church, and private agencies in the awarding of scholarships, grants, loans, and work assistance to qualified students.

Students receiving financial aid have the right to:
• apply for and receive fair and equitable consideration for financial aid based on eligibility and availability of funds
• discuss eligibility with a financial aid staff member
• request consideration for unique and extenuating financial circumstances
• appeal decision regarding eligibility
• request information regarding his/her loan indebtedness and repayment options

Students receiving financial aid have the responsibility to:
• read and respond to all information from the financial aid office in a timely manner
• be informed about application processes and eligibility requirements and apply annually by published deadlines
• maintain Satisfactory Academic Progress as defined in the Concordia University academic catalog
• inform the financial aid office of receipt of any third party scholarships

APPLICATION PROCEDURES FOR FINANCIAL AID
All students applying for financial aid must:
1. be accepted for admission and maintain good academic standing, and
2. complete the Free Application for Federal Student Aid (FAFSA). The FAFSA will provide instructions on how to have your financial information sent to the university (Concordia University's code is 002347). A FAFSA must be completed every year.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID POLICY (SAFAP)
Each student at Concordia University must maintain satisfactory progress to receive financial aid. Federal regulations require institutions to establish and apply reasonable standards of satisfactory progress for the purpose of the receipt of financial assistance under the Title IV programs.

Federal and state regulations require monitoring of credits for all students and should apply the following minimum cumulative standards of progress beginning with a student’s sixth (6th) attempted credit. Students will be evaluated for SAP according to federal guidelines, including possible retroactive fund disbursements should disqualification be impending:

Qualitative:
Students are expected to meet or exceed a cumulative earned grade point average (GPA) of 2.00 for Undergraduate Studies and 3.00 for Graduate Professional Studies.

Quantitative:
Students are expected to meet or exceed a cumulative earned percentage of 67% for all program study areas.

Maximum timeframe for financial aid recipients: Students may continue to receive financial aid up to, but not beyond, 150% of the published credit length of the program. Additionally, failure to meet standards for financial aid purposes is defined as:

Maximum Time-Frame: A student in excess of 150% of the published credit length of the program shall be immediately suspended from financial aid Title IV eligibility.
Financial Aid Warning: A student failing to meet the minimum cumulative qualitative or quantitative standards of academic progress shall be placed on financial aid warning. A student on warning status will remain eligible for financial aid for one term, but must remedy all SAP standards, or full financial aid suspension will be fully implemented.

Probation: A student failing to meet the minimum cumulative qualitative or quantitative standard of academic progress, who files an accepted appeal (Refer to Student Right to Appeal section), shall be placed on financial aid probation. A student on probation remains eligible to enroll and receive financial aid for one or more terms as defined by the SAP Appeal Committee.

Continuation of Students on Probation Status: A student on probation who meets a term 2.0 GPA Undergraduate and/or 3.00 Graduate standard and the 67% earned percentage standard during the probationary term, as defined by the SAP Appeal Committee, shall be permitted to retain enrollment and financial aid eligibility under a continued probation status, until such time as: (a) the student has met the cumulative standards and is therefore reinstated in good academic standing, or (b) the student fails to meet both the cumulative standards and the term standards, and is therefore suspended, or (c) it is determined it is not possible for the student to meet the cumulative standards within the maximum timeframe allowed, and is therefore suspended.

Suspension: A student on probation failing to meet the minimum cumulative qualitative or quantitative standard of academic progress during his/her next term of enrollment being immediately placed on suspension, unless the student meets Continued Probation standards. A student on suspension will not be allowed to any financial aid funding related to Title IV, including Federal and State, if applicable.

Suspension of Students for Extraordinary Circumstances: A student may be immediately suspended in the event of extraordinary circumstances, including but not limited to a student who was previously suspended, then reinstated and whose academic progress falls below minimum standards of progress, or a student whose attendance pattern demonstrates the abuse of receiving financial aid.

**STUDENT RIGHT TO APPEAL**

All students have the right to appeal Financial Aid Warning and/or Suspension in the case of extenuating circumstance(s) including, but not limited to:

- death of an immediate family member. Immediate shall be defined as: child, spouse, biological parent or legal guardian
- serious illness. Serious illness shall be defined as lasting longer than 20% of the term in duration or one that required hospitalization
- other extenuating circumstance of relevant nature

To appeal, please send a letter of explanation and supporting documentation (i.e. obituary, letter(s) from health professionals, etc.) to:

Director of Financial Aid
Concordia University, Saint Paul
1282 Concordia Avenue
Saint Paul, MN  55014

**CHURCH VOCATION STUDENTS**

Church Vocation Scholarships are available to those students enrolled in an undergraduate church work program in the College of Arts and Sciences, College of Education, or College of Vocation and Ministry. To receive this scholarship, students must apply to their home church district and to their home congregation. Contact your congregational pastor or the financial aid office at Concordia University for details.

**CURRENT CONCORDIA UNIVERSITY STUDENTS**

Applications from current Concordia University students must be submitted by May 1 for full consideration for university aid. When budgeted funds have been expended, applications will be processed for federal and state aid only. All information is strictly confidential and will be exchanged only with other aid-granting organizations unless otherwise permitted.

**ELIGIBILITY**

To maintain eligibility for financial assistance, students must be enrolled in at least six credits per semester. Students enrolled in 3 to 5.5 credits may qualify for Pell Grant or a Minnesota State Grant only. In addition, students must not owe a repayment on any
Title IV aid or be in default on a Perkins Loan and/or a Direct/Guaranteed/Federally Insured Loan. Financial aid awards are made for one academic year (fall and spring semesters) unless otherwise requested. Application procedures must be completed each year financial aid is requested. Students must be United States citizens or eligible non-citizens.

**FINANCIAL AID FOR SUMMER SCHOOL**

Limited financial aid is available for summer school at Concordia University.

**TRADITIONAL UNDERGRADUATE PROGRAM STUDENTS**

To be eligible to register continuously without conditions, a student must be in good academic standing by maintaining a 3.00 Cumulative GPA and complete a minimum of 12 credits each semester. Incompletes (I) and withdrawals (W) do not count toward completion but do, however, count towards the 150 percent rule. Credits earned in courses listed below the 100 level may be used to complete the minimum 12 credits. The 12 credit minimum will be adjusted proportionately for less than full-time students.

**DEGREE COMPLETION UNDERGRADUATE PROGRAM STUDENTS**

To be able to register continuously without conditions, a student must achieve satisfactory progress by maintaining a 2.00 Cumulative GPA and if students are taking 12 or more credits must complete at least 12 credits each term. (Student taking 9 to 11 credits will need to pass 9 credits and students taking 6 to 8 credits will need to pass 6 credits). Incompletes (I) and withdrawals (W) do not count toward completion but do, however, count towards the 150 percent rule.

**REFUND POLICY FOR FINANCIAL AID**

If a student receives financial aid, but drops below full-time status or terminates their enrollment at Concordia University (e.g., drop-out, withdrawal), then the school or the student may be required to return some of the federal funds awarded to the student. If a student receives financial assistance from a grant, scholarship, or loan source outside of the family, then a portion of the refund will be returned to the grant, scholarship, or loan source from which the assistance was received.

In order to withdraw from the university, students must file a Change of Status form with the Registrar’s office. This procedure will enable the university to refund the maximum possible institutional charges. Worksheets used to determine the amount of refund or the return of Title IV aid are available upon request from the Financial Aid office.

**STUDY ABROAD**

Students participating in study abroad opportunities approved by the university (listed in the academic catalog) are considered "in-residence." Most academic and need-based financial aid applies toward study abroad. Exceptions include work-study, music performance, and athletic scholarships, all of which require students to be on campus.

**FINANCIAL AID PROGRAMS AVAILABLE**

* Denotes undergraduate students only  
** Denotes traditional undergraduate students enrolled in the College of Arts and Sciences, the College of Business and Organizational Leadership, the College of Education, or the College of Vocation and Ministry

**FEDERAL**

Consult the United States Department of Education Student Guide to Financial Aid. The Student Guide is available through the financial aid office or the undergraduate admissions office. The Student Guide is also available through most high school counselors.

Federal College Work Study Program (FCWS)  
Federal Stafford Student Loan  
Federal Perkins Loan  
* Federal Parent Loan for Undergraduate Students (FPLUS)  
* Federal Pell Grant  
* Federal Supplemental Educational Opportunity Grant (FSEOG)  
*Federal Academic Competitiveness Grant (ACG)  
*Smart Grant  
TEACH Grant  
Federal PLUS Loan (Graduate Students)
STATE OF MINNESOTA

* Minnesota State Grant Program
  Student Educational Loan Fund (SELF)
* Minnesota Childcare Grant
  Minnesota GI Grant
  Minnesota Work Study
  Minnesota Indian Scholarship
* Achieve Grant

SCHOLARSHIPS

ATHLETIC SCHOLARSHIPS
Athletic scholarships are available in all sports offered at Concordia University. Students must be accepted to the traditional undergraduate program at the University and meet NCAA II eligibility for scholarship consideration. The head coach in each respective sport selects the scholarship recipients and determines the scholarship. These are renewable under NCAA guidelines.

UNIVERSITY MERIT SCHOLARSHIPS
Renewable merit scholarships for new freshman are awarded based on high school academic achievement. The scholarships are awarded at the time of acceptance to Concordia University. The amounts of the merit scholarships range from $2,500 to $10,000. The scholarships are named Regents' Scholarship, President's Scholarship, University Scholarship, and Academic Achievement. They are renewable for three additional years if a certain grade point average (GPA) is maintained.

PRESIDENTIAL STUDENT OF COLOR MERIT SCHOLARSHIP
The Student of Color Merit Scholarship is a competitive scholarship available to freshmen in the traditional undergraduate program and is renewable for three additional years. This is renewable with the appropriate GPA.

LUTHERAN HERITAGE SCHOLARSHIP
The Lutheran Heritage Scholarship is available to new, full time, first year and transfer students from Lutheran Church–Missouri Synod (LCMS) congregations who meet regular admissions standards. This scholarship is renewable with the appropriate GPA.

UNIVERSITY CHURCH VOCATION SCHOLARSHIP
Scholarships up to $2,000 to undergraduate students who intend to serve The Lutheran Church-Missouri Synod in a full-time professional ministry after graduation. Students must enroll full-time in a church vocation program and apply to their home congregations and districts. The scholarship, as well as any assistance given by the student's congregation and district, will be part of the financial aid package, reducing need-based loans and work-study. This is renewable with the appropriate GPA.

CHURCH ASSURANCE
New first year and transfer students from LCMS congregations who are preparing for church professions may be eligible for a $10,000 assurance. Thus, qualified students preparing for a church profession will be assured of receiving at least $10,000 of grants from all sources (not counting church and district grants). These are renewable with the appropriate GPA.

NEED-BASED GRANTS
These need-based grants are to students who demonstrate financial need.

SYNODICAL DISTRICT GRANTS FROM THE LUTHERAN CHURCH – MISSOURI SYNOD (LCMS)
District grants, scholarships, and/or loans are often available to church work students. Some LCMS districts, the Lutheran Laymen's Leagues (LLL) of the districts, and the Lutheran Women's Missionary Leagues (LWML) of the districts may offer financial assistance. Amounts, types, and criteria vary by synodical district.

LCMS FORWARD IN REMEMBRANCE MUSIC SCHOLARSHIP
A program administered by the LCMS providing scholarships to church vocation students who excel in music.

LCMS FORWARD IN REMEMBRANCE SCHOLARSHIP
A program administered by the LCMS providing scholarships to church vocation students.

LCMS MINORITY SCHOLARSHIP
A program administered directly by the LCMS providing scholarships to minority church vocation students.
**Endowed Scholarship Funds**

Endowed scholarship funds are funds provided to support undergraduate students. The principle of the endowed fund is never used because only the generated interest is used for the designated purpose. Endowments are important to the university because they will provide annual income to Concordia University for years to come. The following endowed funds are currently available:

- David Aasved Scholarship - church work students
- Richard M. and Susan G. Arndt Scholarship - church work students; elementary teacher education program
- Athletic Scholarship Fund - students in athletic programs
- Leon Averson Family Scholarship - church work students
- Willi and Adeline Ballenthin Scholarship - church work students
- Bob Barnes Scholarship - physical education students
- Harry G. Barr Scholarship - Hoffmann Institute students
- John Barthel Scholarship - pre-ministerial students
- Harold and Lovine Bartz Scholarship - church work students
- Carl and Amanda Behm Scholarship - church work students; preference given to students from Minnesota North District of the LCMS
- Kenneth Behm Scholarship - church work students; preference given to students of Trinity Lutheran Church, Janesville, Minnesota
- Marvin and Luella Behm Scholarship - pre-ministerial students
- Larry and Judy Behnken Scholarship - pre-ministerial students
- Dr. W. Leroy and Marie L. Biesenthal Scholarship - pre-ministerial or Director of Christian Outreach students
- Earl D. and Helen Bohlen Family Scholarship - church work students
- Rev. Traugott P. and Ilse Bradtke Scholarship - pre-ministerial students; preference given to Christ Lutheran Church in Marshfield, WI or students from the North Wisconsin District/LCMS
- Rev. Louis F. and Olga D. Brandes Scholarship - church work students
- Kerry (Schlichting) Brandvold DCE Scholarship - Director of Christian Education students
- Professor Friedrich and Ann Brauer Scholarship - church work students; music emphasis
- Bredehoft Family Scholarship - psychology students
- Rev. Paul F. Buck and Clara (Wacker) Buck Scholarship - pre-ministerial students; seniors
- Edwin H. Buegel, Edna L. Buegel and John E. Buegel Scholarship - church work students from Minnesota
- Lorraine and Vernon Buesing Scholarship - Director of Christian Outreach students
- Bueto Scholarship - general; academic performance and/or financial need students
- Irwin J. Burkart Scholarship - general; financially needy students
- L.H.B. Scholarship - general
- Coach John Chiapuzio Scholarship - teacher education students; emphasis in Physical Education
- Church of the Holy Spirit Scholarship - church work teacher education students; junior or senior
- Michael Colgrove Family Scholarship - church work students
- Colloquy Scholarship - church work financial need students
- Communication Scholarship - communication students; high academic standing and financial need
- Concordia Business and Economics Scholarship - business administration and/or accounting students; 3.0 GPA
- Concordia General Endowment - general; board designated/directed
- Concordia Guild Scholarship - church work students; female
- Concordia Scholarship - general
- Concordia Scholarship for Full-time Church Work Students - pre-ministerial or church work students
- Concordia Pre-Ministerial Scholarship - pre-ministerial students
- Erna and Robert Cordes Scholarship - church work students
- Ruth Prof. Dannenh Scholarship - pre-ministerial and/or church work students
- Richard A. and Hilda Danowsky, Sr. Scholarship - pre-ministerial students; junior or senior
- Director of Christian Education Scholarship - Director of Christian Education students
- Rev. Professor William A. Dobberfuhl Scholarship - pre-ministerial students
- Kenneth Duerr Scholarship - church work students
- Earth Science Scholarship - earth science students; high cumulative GPA
- Pastor Henry F. and Marie C. Eggert Ministerial Scholarship - LCMS pre-ministerial students
- Paul W. Eggert Scholarship - church work students
- Emery and Almeda Eickhoff Scholarship - church work students
- Environmental Science Scholarship - environmental science students; high cumulative GPA
- Fred O. Erbe Memorial Scholarship - pre-ministerial or teacher education church work students; from specific parishes
Donald and Leone Erickson Scholarship – teacher education church work students; preference given to students of Trinity
Lutheran Church of Lake Johanna, Arden Hills, MN
Leonard C. Ewald-Norman Brandt Memorial Scholarship – church work students
Forward in Remembrance Scholarship
Michael Gangelhoff Scholarship – church work students
Arnold W. and Sylvia A. Georg Scholarship – pre-ministerial students
Edward and Clara Gesch Scholarship – church work students
Omar E. and Verna R. Glessing Scholarship – church work students
Lester A. Gottschalk Scholarship – teacher education church work students
Mr. and Mrs. Herbert Grimm Scholarship – church work students; preference given to pre-ministerial students
Leona M. Groth Scholarship – revolving scholarship; church work students and pre-med students
Rev. Dr. Richard L. Guehna Scholarship – pre-ministerial students
Alvina Haack Ministerial Scholarship – pre-ministerial students; German descent with high academic standards
Julie Halbmaier Scholarship – Concordia School of Accelerated Learning students
Halvorson/Sohre Memorial Scholarship – general; financial need and/or high academic students
Mabel M. Harmel Memorial Scholarship – church work students
William Randolph Hearst Scholarship – general; economically disadvantaged students of color
Walter and Leone Helmkamp Scholarship – church work students
Hispanic Outreach Scholarship – Hispanic students
Otto and Sophia Holts Scholarship – outdoor/environmental biology teacher education students
Dr. Gerhardt W. Hyatt Memorial Scholarship – general; deserving students
Mark and Gayle Janzen Scholarship – second career returning students; preferably over age 25 willing to speak the Gospel of Jesus Christ
Lorraine and Michael Johnson Scholarship – female students; preference given to Director of Christian Education students
Walfred and Julia Johnson Scholarship – church work students
Kaden Family Scholarship – church work students
Warren and Marilyn Kluckman Scholarship – church work students
Otto F. and Gertrude B. Krause Scholarship – Director of Parish Music students
Martin H. and Alma H. Kretzschmar Scholarship – pre-ministerial students
William H.O. Kroll Scholarship – church work students
Frieda W. Krueger Scholarship – church work students
Elise Kruse Scholarship – pre-ministerial students
Theodore and Caroline Kuhn Scholarship – pre-ministerial students
Edward A. Lange Writing Award – students excelling in writing
Dr. Paul Lassanske Scholarship – church work students
Kenneth O. and Kathleen D. Lenz Scholarship – church work students
Rev. Dr. Martin W. and Lucille E. Lieske Scholarship – church work students
Rev. Walter Luedtke Scholarship – pre-ministerial students
Dr. Ernest A. Lussky Scholarship – church work students
Dr. Martin Luther Scholarship – pre-ministerial and teacher education church work students
Lutheran Brotherhood Scholarship for Lutheran Students – Lutheran students; financial need; Lutheran Charlotte Mack Scholarship – Director of Christian Outreach students
Dr. and Mrs. Paul Martens Scholarship – church work students
Harold Mattfeld Family Scholarship – church work students
Dr. R. Brownell and Ann McGrew Scholarship – Hoffman Institute
Rev. Dr. August Mennicke Scholarship – church work students; music or psychology emphasis
Dr. Gerhardt and Dr. Loma Meyer Scholarship – church work students; priority given to teacher education students
Pastor Gerhardt and Augusta Michael Meyer Scholarship – church work students
Rev. Dr. Marvin and Melba Middendorf Scholarship – pre-ministerial students
Thomas and Chris Milbarth Football Fund – Athletic students participating in football; minimum 2.5 GPA
Rev. Fred and Frieda Miller Scholarship – pre-ministerial students
Minority Student Scholarship – minority students
William Moenkenmoeller Scholarship – general; deserving students
Mr. and Mrs. B.A. Mosling Scholarship – pre-ministerial students; or other church work students
H.F.C. Mueller Scholarship – pre-ministerial male students and teacher education female students
Dr. Luther Mueller Scholarship – church work students; priority given to teacher education students
Theodore F. Neils, Sr. Scholarship – worthy students
Paul and Diane Netsch Scholarship – pre-ministerial students
Richard E. Norris Scholarship – band program students majoring in instrumental music education
Marvin T. Nystrom Scholarship – U.S. citizens with financial need; minimum 3.0 GPA
Dr. Stanley and Eleanor Oexmann Scholarship – U.S. citizens enrolled in Christian mission work; preference given to freshmen having graduated in the top 20%; continuing students must have a minimum 3.0 GPA
Stanley and Miriam Oexmann Scholarship – U.S. citizens enrolled in Christian mission work; preference given to freshmen having graduated in the top 20%; continuing students must have a minimum 3.0 GPA
Hoffmann Institute Scholarship – church work students interested in working in the area of outreach; two years’ experience at Concordia University and/or have been admitted to a professional program; spiritual maturity and significant contribution to Christian outreach.
Mr. and Mrs. Theodore Olsen Scholarship – pre-ministerial or church work students
William H. and Georgia B. Olson Scholarship – pre-ministerial students
Jim, Nancy and Daniel Ondov (Because of Jesus) Scholarship – pre-ministerial or other church work above average students
E. J. and Anna H. Otto Pre-Seminary Scholarship – church work students
Outdoor/Environmental Biology Scholarship – elementary education students; concentration in outdoor/ environmental biology; at least two quarters remaining, demonstrating academic excellence
Frank and Elsie Papke Scholarship – pre-ministerial students
Parents’ Appreciation Scholarship – church work students
Jan Pavel Scholarship – pre-ministerial students
Rachel Ann Pocrnich Scholarship – teacher education students; early childhood or elementary
Esther Podevils Hoffmann Institute Scholarship Endowment – Hoffmann Institute students
Richard D. and Joyce Peterson Peters Scholarship – church work students; preference given to minority students
W.A. Poehler Alumni Scholarship – church work students; high academic achievement; financial need
Irene Reinking Scholarship – church work students
Rev. Louis Rosin Scholarship – pre-ministerial students
Henry and Lela Rossow Church Teacher Scholarship – church work teacher education students; male
Henry and Lela Rossow Ministerial Scholarship – pre-ministerial students
Pastor Kenneth and Lorraine Roufs Scholarship – pre-ministerial American Indian students or pre-ministerial minority students
Edward and Natalie Rudnick Scholarship – Hoffmann Institute students; merit based
Rev. Palmer and Lois Ruschke Scholarship – female church work students or pre-ministerial
James M. and M. Martha Ryan Scholarship – church work students
Walter and Cora Scharf Scholarship – church work students
Scheele-Mueller Pre-Seminary Scholarship – pre-ministerial students
William T. and Alma H. Schluter Scholarship – general
Victor and Harriet Schmidt Scholarship – church work students
Fritz Schneider Scholarship – church work students
Mr. and Mrs. Herman Scholl Scholarship – church work students
Ray Schrader Family Scholarship – church work students
Mr. and Mrs. Edward C. Schroeder Scholarship – general; financial need & academic leadership students
Ted and Edna Schroeder Scholarship – general; financial need students
Arthur J. Schuette Scholarship – church work students
Leigh and Rose Schulze Church Work Scholarship – church work sophomore, junior or senior students
Steven Schutte Scholarship – church work teacher education students
Rev. Earl O. and Mrs. Ruth Schwerman Scholarship – pre-ministerial students
Rev. Paul and Regina Setz Scholarship – church work students
Sohn Ministerial Scholarship – pre-ministerial students
Rev. Harold Schweigert Endowment Fund – church work students; preference to students of Saint Peter's Evangelical Lutheran Church, Edina, MN
Gary and Eileen Specketer Scholarship – pre-ministerial students
John and Elsie Stach Scholarship – general; 3.0 overall GPA and 3.25 GPA religion classes
Arthur Stanz Scholarship – pre-ministerial students
Albert J. Stehr Scholarship – church work students
Alfred and Ruth Steinberg Scholarship – church work students; Minnesota North District
Mary Behrens Stelter Scholarship – pre-ministerial students
Rev. Roger and Lois Stoehr Scholarship – pre-ministerial students
Paul W. Stor Biology Scholarship – biology students; preference given for teaching or pastoral vocations
Paul W. Stor Chemistry Scholarship – chemistry students; preference given for teaching or pastoral vocations
Jim and Candi Storm Annual Scholarship – freshman students of color; arts related program
Rachel Tegmeier Scholarship – general; preference given to students working with mentally challenged individuals
Esther S. Tiernan Pre-ministerial Scholarship – pre-ministerial students
Dr. and Mrs. Leon Titus Band Scholarship – active band member students
Carl and Wilhelmina Toensing Scholarship – church teacher and/or church music program students; seniors
Carol Anne Trapp Scholarship – pre-ministerial students
Thomas Trapp Pre-Ministerial Scholarship – pre-ministerial students
Treichel Family Scholarship – minority; financial need students from Saint Paul, MN
Linus Ulbricht Memorial Scholarship – general
Martin and Loretta Vanseth Scholarship – church work students
General John and Avis Vessey Scholarship – Hoffmann Institute students
Kristin Aleta Vetter Memorial Scholarship – general; Lutheran Church of the Triune God students, Brooklyn Center
Leroy Vogel Scholarship – pre-ministerial students
Volkert Family Scholarship – church work students
Mr. Hubert and Mrs. Audrey Voth Scholarship – church work students
Harvey C. Wagner Family Scholarship – church work students
Erlo Warnke Math/Science Scholarship – math or science students; sophomore or juniors with high GPAs
Richard and Jeanne Wegner Director of Christian Outreach Scholarship – Director of Christian Outreach students
Dr. and Mrs. Henry Werling Scholarship – church work students in social science programs
Arnold and Bernice Westlund Scholarship – church work students; junior or senior with a music major or minor
Elsie L. and Lea A. Wildung Perpetual Scholarship – church work students
William P. Winter Memorial Scholarship – general
Steve Wise Family Scholarship – church work students
Della Wolf Scholarship – church work students
Max Wolf Scholarship – speech department students
Rev. Otto H. Zemke Family Scholarship – pre-ministerial students
George C. and Erna B. Zielske Scholarship – general
Rev. E.W. Zimbrick Scholarship – church work students

ANNUAL GIFT SCHOLARSHIPS
Annual gift scholarships are those gifts to the university designated specifically for scholarship purposes during the current year. The money is awarded to students according to criteria determined by the donor and Concordia University.

Nettie G Adamek Memorial – female students; financial need
Charles and Ellora Alliss Scholarship – general; full-time undergraduate students
Concordia Publishing House Scholarship – church music students
Fine Arts Scholarship – art, drama or music students; junior or senior
Carmen P. Henschen Scholarship – general; financial need
Donald L. Hohenstein Memorial Fund for Church Musician Awards – church work music students
Kopp Investment Advisors President Scholarship – teacher education minority students; financial need
LCMS Evangelism Scholarship – Director of Christian Outreach students
Daniel Lillehaug Annual Scholarship – church work; pre-ministerial or teacher education students
Carroll E. and Helen L. Bierwagen Peter Scholarship – music and natural science majors; students with a 3.0 or higher GPA
Randalin Powell Scholarship – Concordia School of Accelerated Learning students
Pre-Ministerial Greek Scholarship – pre-ministerial students
Redeemer Lutheran Church, New Ulm, Minnesota Scholarship – church work students
Adolph Schmidt Scholarship – Director of Christian Outreach or Director of Christian Education students
Norma H. Stevens Scholarship – church work students
Hulda Suomi Scholarship – general; freshman students experiencing challenges
FINANCIAL AID PROGRAMS FOR INTERNATIONAL STUDENTS

INTERNATIONAL STUDENTS CHURCH WORK SCHOLARSHIP
Students who are members of a Lutheran Church – Missouri Synod congregation or partner church and are enrolled in a church work program in the College of Education or College of Arts and Sciences are eligible. Applications are available in the Financial Aid Office.

CONCORDIA UNIVERSITY WORK STUDY
All full-time international students in F1 status are eligible to work on campus. See the Office of Financial Aid for an application.
STUDENT SERVICES

ACADEMIC ADVISING

FOR STUDENTS IN TRADITIONAL PROGRAMS
To help traditional undergraduate students make informed decisions regarding their educational and career goals, Concordia University provides ongoing academic advising and support by University faculty and other advising professionals. New students are assigned a faculty advisor based on indicated interests or intended academic majors. Advisors provide guidance and support around setting career goals, choice of major, course selection, class scheduling, degree requirements and other academic concerns. Peer Advisors provide additional assistance to first-year students and incoming transfer students. For more information about faculty advising in the traditional programs, contact the Director of Traditional Student Advising at (651) 603-6318.

FOR STUDENTS IN DEGREE COMPLETION COHORT PROGRAMS AND GRADUATE PROGRAMS
Students enrolled in cohort-based graduate and undergraduate programs are assigned an academic advisor to help them determine how they will meet their academic requirements and reach their educational goals. Advisors are assigned based on the student’s current program. They help students navigate various university processes, familiarize them with university policies and procedures, and advise and encourage them during their higher education journey. For more information about academic advising in the cohort programs, contact the Lead Academic Advisor at (651) 603-6271.

CAREER SERVICES
Career Services at Concordia University is committed to preparing individuals to make thoughtful and informed choices about their vocation, to integrating career planning with academic and life experience, and to teaching skills that contribute to successful career management. For those students unsure of a career direction, career assessment and counseling are available to help in career planning and decision-making. Numerous resources are available to assist students in investigating different careers, internships, and job opportunities. Part- and full-time job postings and internship listings are available. Access to local and on-campus job and internship fairs is provided through this office. A career development course is also available: Career Exploration and Assessment (SSS 150). Contact the Director of Career Services at (651) 641-8252 or visit Career Services.

COUNSELING SERVICES
Students sometimes experience stress, problems in their relationships with others, confusion about their life plans or career goals, or other kinds of emotional distress. These problems frequently interfere with academic success. Concordia Counseling Services can provide support for students experiencing such problems, and assist them in their process of self-understanding and problem resolution. When additional resources are necessary, Counseling Services can also provide information about other helping services in the Twin Cities area. Contact counselors at (651) 641-8252 for an individual appointment.

DISABILITY SERVICES
Concordia University is committed to providing an accessible education to qualified, currently enrolled students who have either temporary or more long-term disabilities. A student with a disability is one who has a condition (physical, emotional, cognitive or even medical) that impacts their ability to perform daily activities at the same level as other students. Disability Services can:
• help to determine if you may have a disabling condition
• provide referral for additional testing or support services
• set up academic supports that may help in classes (note taking, test taking, etc.)
• provide individual consultation on a wide variety of disability related concerns

Any student with a question regarding disabilities should contact: disabilityservices@csp.edu, our campus website: http://concordia.csp.edu/Disability/. Telephone (non-texting): Director of Disability Services: (651) 641 8272, Disability Specialist at (651) 641 8207. TTY users: Minnesota Relay (711).

HEALTH SERVICES AND INSURANCE
The Director of Health Services is a registered nurse, who works in conjunction with local health care providers. State law requires that all students be immunized and that Health Services have a record of those immunizations on file. Students are required to provide this information to Health Services prior to the start of classes. All students with special health needs and/or chronic illness should contact the Health Services nurse. Together, the student and the nurse will formulate a plan to meet
those needs while the student is at Concordia University. All care and counseling received at Health Services is confidential. No information is released without written permission of the client.

All students are urged to have health and hospitalization insurance. Concordia University offers a plan for students at a competitive price. Students who contemplate any university-related activity deemed to include higher than normal risk must certify satisfactory coverage, or they will be prohibited from participating. Students should carefully check their individual or parents' insurance plans and verify that coverage is provided, given the student's age and location. The university does not accept responsibility for the payment of medical bills or any other damages.

LEARNING SERVICES

Learning Services staff assists students in learning skills and strategies that help them achieve academic and personal success. Learning assistance is provided through individual counseling and through several credit-bearing courses. For more information and learning resources, visit the Learning Services website at www.csp.edu.

STUDENT SUPPORT SERVICES (SSS) COURSES

SSS 101 College Transitions – The College Transitions course guides and supports students making the transition from high school to university study. It helps students develop the necessary skills, habits, strategies, and values that will empower them to deal effectively with college life. Students with fewer than 20 transfer credits and former PSEO students who earned college credits in a high-school-setting-only are required to take this course their first semester on campus.

SSS 110 College Reading – This course prepares students for the complexity and intensity of college-level reading demands. The course focuses on the types of textual material students will encounter in various academic disciplines, e.g., history, psychology, science, literature, and so on. Emphasis is placed on developing the critical thinking required by college professors when they ask students to read a text in their discipline. Students with ACT scores of less than 20 in Reading are required to take this course their first semester.

SSS 120 College Turning Points – This course is designed to teach students on academic probation successful strategies, learning techniques, practical knowledge, and life management skills to stay on course in their college journey. Students use journals and class discussion to reflect on personal mindsets and decision-making.

SSS 150 Career Exploration and Assessment – Students relate self-understanding, life-style choices, personality inventory results, and career information to decisions about their own careers. Students will apply new insights about themselves to their investigation of career options and future life plans.

SSS 200 Leadership Development – Learn about your own leadership potential and build skills in conflict management, boundary-setting, team building, group facilitation, stress management, and morale boosting. Apply concepts in ethics, servant leadership, emotional intelligence, and leadership styles to your own life and roles today while developing strengths for your future. (This class includes a service-learning component.)

SSS 230 Service-Learning in Costa Rica – This intensive month-long course is offered for CSP students participating in the Concordia University System study abroad consortium in Costa Rica. Students will have the opportunity to contribute to community development initiatives and discover their gifts through a service-learning placement in the community. Students will be placed in a community organization for 12 to 15 hours per week and participate in weekly reflection classes. The course offers direct interaction with locals and enhances students’ Spanish skills. Service-learning adds a unique dimension to the study abroad experience, resulting in a greater understanding of the language, culture, and community of the host country.

TUTORING SERVICES

Tutoring for courses and subjects other than writing and composition (which the Writing Center provides) is available free of charge to Concordia University undergraduate students to help them achieve academic success and improve their study skills. Students who would like to improve their grades from B's to A's as well as students who might be struggling in classes may request services.

Students who excel in subjects may apply to become Peer Tutors. This position provides students with the opportunity to explore their interests, connect with others, practice workplace skills, and enjoy the additional benefits of increasing their understanding of a subject. Contact the Tutoring Coordinator at (651) 603-6216 for more information.
WRITING CENTER
Students are encouraged to use the Writing Center, located in Administration Building Office 200, at any stage during the writing process. Writing Center tutors, who include students, staff, and faculty, are trained to assist writers with focus, content, clarity, grammar, and mechanics in their works-in-progress. Students not only receive help on their writing projects, but also learn how to improve their writing skills. Some of these skills may include prewriting, planning, drafting, using sources, revising, and editing. Students may sign up for a half- or full-hour appointment by stopping by the Center or calling (651) 603-6233.

SERVICE LEARNING
Service-learning at Concordia University is defined as an experiential approach to teaching and learning that intentionally combines meaningful community or public service with an academic application, development of civic responsibility and personal growth. Service-learning opportunities are ones that are mutually beneficial. Service-learning opportunities can be either curricular – that is, tied to a class – or co-curricular, and these opportunities may involve direct service, indirect service, advocacy, or research. In addition to several course offerings, the Service-Learning Office also offers a variety of other opportunities for students to engage, including (but not limited to) a student club around homelessness issues, National Hunger and Homelessness Awareness Week and National Environmental Awareness Week, social justice Immersion trips over winter and spring breaks, and tutoring/mentoring at the PLUS Time after-school program. For more information, contact the Service Learning Coordinator at (651) 603-6318 or check out the website at the Service Learning website.

CAMPUS MINISTRY
The purpose of campus ministry at Concordia University, Saint Paul, is to provide a Christ-centered, team based approach to ministry that supports the spiritual formation of a diverse student population within the context of the Christian Gospel.

Vision – Concordia University Campus Ministry is centered upon Jesus Christ, the Living Word of God. Campus Ministry is focused upon serving the spiritual needs of Concordia University students as they experience their spiritual journey. Regardless of one’s spiritual background, the Concordia University student may find a place of dialogue, rest, and service within the Campus Ministry experience.

MINISTRY OPPORTUNITIES
• Devotion and Worship
• Chapel – Mornings and Evenings (five weekdays at 11:00 am and four evenings each week)
• Chapel Assistants
• Lectors
• Liturgical Assistants
• Musician
• Sound Technicians
• Scripture Study

SCRIPTURE STUDY
• Small Group Ministry
• Faith Talks
• Specialized Scripture Study Groups
• Special Topic Studies
• Campus Ministry Center Organizations

PRISMS
• Fellowship of Christian Athletes
• AEX (Pre-pastoral/pre-deaconess students)
• FISH
• Matthew 25 (Christian service)
• Lutheran Student Fellowship
WORSHIP IN THE CHRISTIAN COMMUNITY
The University's sense of community is rooted in its commitment to a Christian perspective within the Lutheran tradition. Worship and devotions are at the center of campus life and relate to all campus activities, whether academic, social, cultural, or co-curricular. All members of the campus community are welcomed as participants in the devotional assembly: campus devotions each morning and evening, seasonal afternoon or evening or services, festival celebrations, devotional activities in residential units, or individual rooms. Campus worship is facilitated by the Campus Chaplain and normally takes place in Graebner Memorial Chapel.

PASTORAL CARE
Growth in personal life and faith for each student constitutes a concern of the entire campus. Personal and academic counseling services are described elsewhere in this catalog. Above all, however, the university president exercises pastoral leadership for the campus. Spiritual and very personal matters, moreover, may be referred to the Campus Chaplain. All pastoral care is given under the normal assurances of clerical confidentiality and in keeping with Lutheran practice.

STUDENT HOUSING, FOOD SERVICE, SECURITY, AND PARKING

RESIDENCE HALL POLICIES
First-year and second-year students are required to live in university-owned housing unless living with their parents. Exceptions to the policy must be requested in writing and approved by the Student Housing Office. New students are mailed the housing application and agreement by the Office of Undergraduate Admissions.

Returning students obtain a housing application and agreement from the Office of Student Affairs. All room assignments are made by the Associate Dean for Residence Life. Special requests for roommates may be honored. Students are assigned two to a room, except for some larger rooms where three are assigned. Single rooms may be assigned upon request based on availability and seniority for additional charge. Changes in room and roommate assignments must be approved in advance by the Associate Vice President for Student Life. Housing agreements run for the entire academic year.

All residence students are charged an inclusive room and board fee. Refunds are not made for meals missed during the week or for weekends.

Additional information regarding services and expectations that pertain specifically to residential students is included in the Residence Life Handbook which is distributed to residential students and available in the Office of Student Affairs.

Each residence hall room is equipped with local telephone service including voicemail, cable television service, and computer network connections. Rooms are furnished with a bed and mattress, desk and desk chair for each resident, wardrobe and dresser space, and window coverings. Residents must provide their own telephone and linens. Long distance telephone service is available through the university or through a vendor of the student's choice.

Residence halls are normally closed for vacation periods of more than one week. Students may occupy residence halls for vacation periods of one week or less. Food service is not available when classes are not in session. Please refer to the current housing agreement for information on break and vacation periods. All policies and regulations remain in effect during vacation and break periods.

Each residence hall includes laundry facilities, twenty-four hours lounge areas and study rooms for student use. Laundry machines operate with the Concordia University Debit Account feature of the student ID card. Microwave ovens are available in common areas for student use, but are not permitted in student rooms.

Resident Assistants (RAs) aid the Associate Vice President for Student Life in the management of the residence halls. Occupants of residence halls are responsible for rooms and furnishings supplied by Concordia University.

To protect student rights to privacy and other legitimate rights, inspections of rooms will normally be made only when the room occupant is present. The University reserves the right to enter student rooms for cause (health and safety checks, requested or emergency repairs which affect the living unit, room inspections made to protect university property, suspected violations of university regulations or state laws which are obvious to an RA or member of the university staff, requests made by law enforcement agencies, concern for the occupants, and the like). Student should respect one another's right of quiet enjoyment for purposes of study and sleep. The RA is charged with the responsibility of promoting and maintaining a safe, pleasant and wholesome environment.
The University provides reasonable security services to protect student property. It is expected that students at the University will act in a mature, law-abiding and responsible way. They are expected to obey national, state and local laws and ordinances, respect the rights and privileges of others, be forthright and honest in social and academic conduct and conduct themselves in a manner which brings credit to themselves and the university. In addition, students are expected to obey university regulations which are based on policies established by the Board of Regents and the faculty.

**FOOD SERVICE**

The university contracts with a company called Sodexho to provide meals in the Dining Hall, the Library Commons, and the Union Station, and other special functions on campus. Sodexho is the exclusive food vendor on campus. No other group, individual, or organization may provide food or food services without the expressed written permission of the food service director.

Residential and commuting students are offered several options for meals on campus. Any resident student, commuting student, faculty, and staff member can purchase a declining balance account of any amount through the director of food service. This allows them to use their Concordia University identification card to purchase items at Union Station or the dining hall for themselves or their guests. A 10 percent incentive bonus is also added to these accounts.

Cash purchases are always welcome at any food service location on campus for students, families, employees, and friends of the university.

**UNIVERSITY-OWNED APARTMENTS**

Concordia University makes apartment units available on a limited basis to those for whom residence hall life is not well suited. Priority is given based on the date of application and personal circumstances. Apartment agreements with deposits are required. Information about priority and availability of housing may be obtained from Residence Life/Housing at (651) 641-8228.

**Security**

The Concordia University Safety and Security Departments exist to ensure a safe environment for all members and guests of the campus community. This includes educating students, faculty, and staff so that they may identify safety hazards and security problems. University Security Officers patrol the campus properties to deter potential theft, guard against injury, and provide emergency and non-emergency assistance. Concordia University Security is staffed 24 hours a day, seven days a week, and 365 days a year.

The Department of Security works closely with the Saint Paul Police Department as well as other state and local authorities. Concordia University receives timely police services to help protect life and property in a manner, which is sensitive to both the rights of the individual and the values of the university.

More information about the Department of Security, access to the Campus Crime Report and information pertaining to parking at Concordia University may be found at [www.csp.edu/security](http://www.csp.edu/security).

**PARKING**

The Concordia University parking policy requires that all motor ever on campus used by University students, faculty, and staff be registered with the Department of Security. Vehicles parked in University lots must have a valid Concordia University Parking Permit properly attached to the rear view mirror, facing the windshield. There is no cost to register a motor vehicle with the Department of Security. Failure to register motor vehicles will result in ticketing, immobilizing, and/or the eventual towing of illegally parked vehicles at the owner's expense. Registration of motor vehicles may be completed in the Security Office located on the first floor of Meyer Hall at 275 North Syndicate Street or during Welcome Week.

The university maintains parking lots for students. These are: Lot C, Lot D, Lot E, Lot G, and Lot H. Lots located behind campus apartments may be used by residents of apartments only. Residents will be given a special permit and ONLY they have exclusive rights to park in the apartment lots.

Concordia University is not responsible for any loss or damage to vehicles parked on University property. For further information, contact the Department of Security at (651) 641-8717 or check out the Department of Security web site at [www.csp.edu/security](http://www.csp.edu/security).

**CO-CURRICULAR ACTIVITIES, CLUBS AND ORGANIZATIONS**
Co-curricular activities grow out of the curriculum of the university. All co-curricular activities are approved, coordinated and budgeted by the university and/or the Concordia student association. Co-curricular activities include intramural and intercollegiate athletics, social and recreational events, clubs and special interest groups. Standards of eligibility for participation in co-curricular activities have been established by the faculty. Consult the Concordia University Student Policies Handbook for additional information.

THE STUDENT ASSOCIATION

All students, full-time and part-time, are members of the student association and are privileged to participate in all activities sponsored or controlled by the association.

CLUBS AND ORGANIZATIONS

• Business Club
• CHAMPS – Health, Physical Education, and Kinesiology Club
• Chemistry Club – Tetra Delta
• College Democrats
• College Republicans
• Communication Club – Concordia Communication Association (CCA)
• Communication Honor Society – Lambda Pi Eta
• Collegiate Chapter of the National Association for Music Education
• Criminal Justice Club
• DCESNet – anyone with church work interest
• Detail – The CSP Student Television show
• EXTREME Club – Rock climbing, etc.
• History Club
• Lacrosse Club
• Mathematics Club
• Psychology Club
• Science Club – Concordia Science Organization (CSO)
• SEASA – Southeast Asian Student Association
• StAC – Student Alumni Council
• Student Senate/Concordia Activities Board–Elected to represent students, voice their concerns, and take action on their behalf.
• Teacher Education Club – Concordia Student Education Association (CSEA)
• The Club – for all commuter and transfer students
• Sword – Campus newspaper
• UMOJA—United Minds in Joint Action; Develops unity, a deeper consciousness, and a greater sense of service among African-American students.

INTRAMURAL PROGRAM AND ACTIVITIES

The university offers intramural programs that are designed to provide recreational opportunities for both male and female students. These programs are planned, coordinated, and supervised through the Director of Intramural Sports. Different sports and game competitions are offered throughout the year. A student advisory council provides input to the director. The Student Senate partially funds the program. Participation is voluntary. Some intramural activities are coeducational. Offerings may include the following:

• Aerobics classes
• Ballroom Dancing
• Basketball (includes 3-person and 5-person team formats)
• Billiards
• Football, flag (Coeducational)
• Floor Hockey
• Kickboxing
• Soccer
• Softball (Coeducational)
• Sand Volleyball Tournaments
• Volleyball (Coeducational)
• Racquetball
• Table Tennis
MUSIC, THEATRE, AND VISUAL ART

- Art Club
- Chapel Band
- Christus Chorus and Jubilate choir (both by audition)
- Drama Ministry: Creation and performance of Christian themes and issues
- Instrumental Groups: Concert Band, Jazz Band (auditioned) Chamber Ensemble, instrumental ensembles (Brass, Flute, Guitar, Handbell, Jazz Combo, Percussion, Saxophone, String, Woodwind), and vocal ensembles
- Shades of Harmony Multicultural Gospel Choir
- S.T.A.G.E. Student Theatre Association for Greater Education
- Theatre productions
- New York and London Theatre tours
- Vox 9 (Vocal Jazz Ensemble) (auditioned)

MINISTRY OPPORTUNITIES

- AEX – Adelphoi en Xristo (Brothers in Christ); for students interested in learning about pastoral ministry
- Campus Ministry Center
- CBS – Campus Bible Studies
- CMS – Concordia Mission Society; plans and implements service projects at various mission sites such as Florida, Texas, Jamaica, Mexico
- FISH – Wednesday night praise and prayer worship
- PRISMS – Outreach program, reaching youth through weekend retreats

FINE AND PERFORMING ARTS

ALL STUDENT JURIED ART EXHIBITION
The department of art annually sponsors a show of student art work in the main art gallery on campus. It is open to all students from all colleges and is judged by an outside juror. The work should have been completed within the last year, but need not have been done within the context of course work on campus. The exhibition is traditionally displayed in the months of April and May.

MUSIC GROUPS
The Christus Chorus, Jubilate choir, Concert Band, Jazz Ensemble, Shades of Harmony Multicultural Gospel Choir, Chapel Band, Chamber Choir, Jazz Combo, Handbell Ensemble, Beginning Handbells, Brass Ensemble, Chamber/String Ensemble, Flute Ensemble, Guitar Ensemble, Percussion Ensemble, Saxophone Quartet, Woodwind Ensemble, and vocal ensembles are open to those students who meet eligibility requirements for the respective organization. Auditions for new students are normally held during summer orientation and registration sessions and at the beginning of each academic year during Welcome Week. Choral auditions are also available at the end of each semester. Students participating in instrumental groups usually are expected to furnish their own instruments, but a limited number of instruments are available for a nominal rental fee.

THEATRE ARTS OPPORTUNITIES
The department of theatre arts offers students the opportunity to participate in the theatre arts under the supervision of the artistic and technical faculty and staff. A full schedule of major productions is presented throughout the year including student directed plays and showcases. The theatre program is especially committed to the presentation of musical theatre.

ATHLETIC ASSOCIATIONS AND ACTIVITIES

- Cheer Squad (by tryout)
- Dance Team (by tryout)
- Fellowship of Christian Athletes (FCA)
- Super Fan – Pep club for games
NCAA DIVISION II ATHLETICS

Intercollegiate athletics are considered an integral part of Concordia University's educational experience. Concordia University is a member of the Northern Sun Intercollegiate Conference and a member of the NCAA Division II. The university is a member of the National Collegiate Athletic Association (NCAA) and agrees to abide by the rules and policies governing the association. Eligibility rules and regulations governing students' participation in intercollegiate athletics are available through the office of the Athletic Director.

The Director of Athletics supervises and directs the intercollegiate program of athletics and the intramural program for men and women. The Director of Athletics recommends the appointment of coaches for the various teams.

- Baseball, Men
- Basketball, Men
- Basketball, Women
- Cross Country, Men
- Cross Country, Women
- Football, Men
- Golf, Women
- Golf, Men
- Soccer, Women
- Softball, Women
- Track, Men
- Track, Women
- Volleyball, Women

Other Activities and Organizations

BOOK OF THE YEAR

Each year Concordia University, Saint Paul selects a "Book of the Year" for students, faculty, and staff to read. The Book of the Year selection committee is comprised of faculty from various academic departments, staff members, and students. Some previous years' selections have been The Greatest Generation Speaks by Tom Brokaw, Pay It Forward by Catherine Ryan Hyde, Profiles in Courage For Our Time introduced and edited by Caroline Kennedy, Choice of Weapons by Gordon Parks, and Growing An Inch by Stanley Gordon West.

The Book of the Year committee selects books based on the following criteria:

- quality of the literature
- connection to classes
- potential to involve students, faculty and staff and to generate meaningful campus-wide activities; connection to fine arts
- relevance to our university's mission, vision and strategic priorities
- potential for convocations and presentations

Center for Hmong Studies

In the fulfillment of Concordia's mission to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for the enlightened care of God's creation, the Center for Hmong Studies was founded in 2005 to provide a significant place to cultivate the heritage of the Hmong people, promote education and empower the Hmong community to pursue their respective vocations, recognize their strengths and abilities, and utilize their skills for service. The Center for Hmong Studies seeks to cultivate the past, interpret the present, and enrich the future through research and publication, curriculum and teaching, and conference and convening.

MISSION

The mission of the Center for Hmong Studies is to cultivate the past, interpret the present and enrich the future through research and publication, teaching and curriculum, and conferences and convening.

VISION

The Center for Hmong Studies strives to create a high academic program that will strike a balance between academic study and community engagement.
**Goals**

1. Make Concordia University, Saint Paul a higher educational institution of choice for Hmong as well as for non-Hmong students throughout the world who have an interest in Hmong history, culture and language.
2. Make Concordia University, Saint Paul the place "to go to" for Hmong scholars, researchers, the media, businesses and government institutions on Hmong related issues and topics.
3. Enrich the lives of each graduating student and expand their knowledge about the Hmong people through the teaching and learning of Hmong history, culture and language.
4. Encourage, promote and facilitate scholarly research in the Hmong community.

**Objectives**

1. Offer an academic minor in Hmong Studies.
2. Offer an academic conference every other year for scholars to promote and share their research findings on the Hmong people and society.
3. Initiate one scholarly research project a year on topics that would be beneficial and of interest to the Hmong and the community at large.
4. Conduct one Hmong study tour a year to Asia.

For further information, contact Professor Lee Pao Xiong, Director of the Center for Hmong Studies, at xiong@csp.edu or (651) 641-8870. The center’s website is www.csp.edu/hmongcenter

**Oswald Hoffman Institute for Christian Outreach**

This organization was formerly known as the Oswald Hoffman School of Christian Outreach. The Institute is the center for Evangelism and Mission studies creating mission vision and equipping outreach leaders centered at Concordia University. The purpose of the Hoffmann Institute is to:

1. prepare students for professional outreach ministries
2. encourage and develop an active outreach consciousness within the campus community and
3. raise outreach vision, commitment, involvement and leadership throughout the church

In partnership with Concordia University, the Hoffmann Institute faculty serve as professors in the classroom and teach courses offered in the undergraduate outreach major and minor which lead toward certification as a Director of Christian Outreach (DCO). In addition, the Hoffmann Institute developed and manages the Master of Arts in Christian Outreach Leadership (MACOL) which also offers DCO certification for satisfactory completion of all requirements. These degrees prepare students for outreach in:

1. congregational based cross-cultural and same culture ministries
2. cross-cultural outreach ministries in the states and around the world and
3. Bible translation and literacy ministries in foreign contexts

Outreach education for mission-minded students pursuing other careers also enroll in these courses such as Directors of Christian Education, Directors of Parish Music, Lutheran Classroom Teachers, Pre-pastoral, and liberal arts students.

The contact information for the Hoffman Institute is: (651) 641-8701 and [http://www.hoffmann-institute.org/](http://www.hoffmann-institute.org/)

As a separately funded, donation-supported outreach organization of the university, the Hoffmann Institute develops programs on- and off-campus to serve the church in outreach through the following:

- Courses, convocations, and workshops including distance education
- World Mission and Evangelism Weeks
- Mission Fairs and other special events
- Participation in the work of the church
- Student projects
- Intentional in-depth outreach training
ACADEMIC INFORMATION – UNDERGRADUATE PROGRAMS

Definition of Academic Terms

There are three 14-week semesters offered at Concordia University. The traditional academic year consists of fall and spring semesters plus final examination days each semester, fall and spring.

Bachelor of Arts degree consists of a major of typically 32 to 44 credits or two minors, general education courses, and elective courses totaling a minimum of 128 credits.

Bachelor of Business Administration degree consists of a major in Accounting, Business Management, Finance, or Marketing, general education courses, and electives courses totaling a minimum of 128 credits.

Bachelor of Science degree consists of a major of typically 45 to 60 credits, general education courses, and elective courses totaling a minimum of 128 credits.

A certificate of proficiency is awarded by the faculty when prescribed courses are met and proficiencies are demonstrated.

Certification for church work is the process by which the faculty approves candidates for placement in the public ministry of the Lutheran Church-Missouri Synod (LCMS); including teacher, Director of Christian Education, Director of Christian Outreach, and Director of Parish Music.

A credit means a semester hour credit. It represents one class meeting of 50 minutes or a laboratory double period of one hundred minutes each week for one semester of the academic year.

An elective course is a course chosen in addition to major, minor, or emphasis requirements.

An emphasis consists of 12 to 16 credits taken in courses in one area or related areas of study.

The Framework for Learning is a statement of the “university outcomes” that the faculty have determined are the essential “learnings” for any student who attends Concordia University, Saint Paul. The function of the Framework for Learning is to make explicit how Concordia University understands and applies its mission statement. The Framework for Learning includes goals and competencies in eight areas: aesthetic, intellectual, physical, spiritual, communication, interpersonal, civic, and global.

The purpose of the General Education program of coursework in 10 different “goal areas” that includes 47 to 52 semester credits of coursework that is designed to provide Concordia University students with the opportunity to grow in their ability to:

A. discover, confront and explore unfamiliar information and ideas;
B. use available academic resources and skills to think analytically, critically, and synthetically;
C. use appropriate and current technology for research and problem solving; and
D. ideally move beyond the academic data itself to formulate and express new insights and ideas.

An academic hour is a 50-minute period per week required in a given course to earn a semester hour credit.
An integrative course is comprised of two or more disciplines, is team-taught, and makes connections to life beyond academic material.

A teaching licensure is recommended by the university after completion of requirements for the desired license and is granted by the state of Minnesota.

An academic major normally consists of 32 to 44 credits taken in courses in one area or related areas of study prescribed by the faculty.

An academic minor normally consists of 20 to 24 credits taken in courses in one area or related areas of study prescribed by the faculty.

A prerequisite is a course which students are required to take before being eligible to enroll in an advanced course.

A specialization or specialty is a focused group of courses required in addition to a major to attain a certification such as for teaching licensure.

Summer school for traditional academic programs consists of three, three-week course sessions in May, June, and July. Courses typically meet daily for 14 days and can usually be completed in one of the summer sessions. Undergraduate degree completion programs and graduate programs have seven week summer sessions as a part of the regular calendar.

A track is one of two or more alternative sets of courses prescribed by the faculty within a major. The purpose of a track is to provide direction to a student in meeting interest, vocational, or other needs while fulfilling the requirements of a major.

A transcript of credits is a certified record of all grades earned and all courses attempted at a given school, college or university.

**ACADEMIC POLICIES AND PROCEDURES**

**Registration**

The requirement for completion of an undergraduate degree at Concordia University, Saint Paul, is 128 semester credits. Graduate degrees can be earned for 30 or more semester credits depending on the program. The average academic load for a full-time undergraduate student is 16 credits. The maximum load for undergraduate students without payment of additional fees is 19 credits. Students who desire an academic overload without the required cumulative grade point average must petition through the advisor for permission.

Ordinarily freshmen and sophomore students register for courses numbered from 100 to 299. Faculty and/or Staff Advisors assist in the planning and approval of course registration. Credits earned in courses numbered less than 100 are not applicable to graduation requirements.

In undergraduate degree completion programs, enrollment is considered continuous throughout the program or until the student informs their academic advisor about a discontinuation. Students who stop participating but have not officially discontinued are liable for the cost of attendance.

**Time Limits**

There is no time limit for completion of a degree in undergraduate programs at Concordia University.

**Classification of Students**

**FULL-TIME STUDENTS**

Full-time students are those who have satisfied the entrance requirements, have been admitted to the university and are registered for a minimum of 12 credits per semester. The Minnesota State Grant program defines a full-time student as one who is registered for a minimum of 15 credits per semester.
PART-TIME STUDENTS
Undergraduate students are considered part time when they carry 11 credits or fewer during a semester. Undergraduate students carrying 9 to 11 credits are classified as three-fourths time students; students carrying 6 to 8 credits are classified as half time students.

Undergraduate students are placed in a class according to the total number of credits earned:

- Freshman: up to 31 credits
- Sophomore: 32 to 63 credits
- Junior: 64 to 95 credits
- Senior: 96 credits and above

Repeating Courses
Students may repeat a course. If students repeat a course, both courses remain on the student's transcript but only the higher/highest grade is used in computing a student's cumulative grade point average (CGPA).

Auditing Courses
Students who satisfy the requirements for admission may register to audit a course without receiving academic credit for the course. Registration procedures are the same as for credit-bearing courses. The course fee is at a reduced rate unless the course fits under the regular credit limit of 19 credits per semester. Auditing students need not meet regular course requirements but should confer with the instructor as to their privileges and responsibilities in the course. Upon completion of the course, an entry is made on the student's permanent record along with other classes. Students may find it helpful to audit a course to review materials for a more advanced course or to enrich an interest area. Auditors are excluded from laboratory and studio participation. Students may change regular registration to an audit before the end of the eighth week of the semester. Registration may be canceled for non-attendance.

Co-Curricular Activities
Members and managers of an intercollegiate team (one complete season) and cheerleaders and drill team members may apply a maximum of three credits in three different athletic activities toward graduation requirements as electives. Any additional credit earned in the same or other co-curricular activities will be indicated on the transcript but will not meet graduation requirements.

Independent Study
Independent study is an educational experience conducted for credit outside the regularly scheduled classroom offerings. It may be an existing course or an approved student/faculty designed course. Either experience must be conducted under the supervision of an instructor who is responsible for the academic soundness of the proposal. Each credit awarded must represent approximately 35 clock hours of academic work.

Credit for independent studies may be used to fulfill any curriculum requirement. Only four credits of independent study may be taken at one time. No more than 12 credits of independent study may be counted toward graduation requirements. Students are responsible for completing an application form that specifies course goals/objectives and projected outcomes, learning strategies and evaluation procedures. The proposal must be approved by the advisor, instructor, department chair and the dean of the college. An independent study application form may be submitted during regular registration times but no later than the end of the second week of a class. Forms are available in the academic advising office, on the university website, and in the Office of the Registrar.

Internships
Students may apply for internship programs with the approval of the instructor, the advisor, the department chair, the director of advising and the registrar. Internship guidelines are available from the appropriate department. Application blanks are available in the academic advising office and on the web. No more than one-third of a major or a minor may consist of internship credits; normally, no more than 12 field-based experience credits may be applied toward the minimum of 128 credits required for the baccalaureate degree. The number of credits applicable to a major, minor or emphasis is determined in advance by the appropriate department(s). Separate learning contracts are written with the department(s) and work is evaluated by a faculty member or an adjunct faculty member from each department involved. The Director of Christian Education and Director of Christian Outreach programs require an internship. Separate guidelines apply to these internships. The Pass/No Pass grade is given for all field-based learning experiences.

Attendance in Class and Completion of Assignments
The university assumes that all registered students have freely accepted personal responsibility for regular class attendance. Students are expected to attend all class meetings and laboratory sessions for the courses in which they are enrolled. In cases of emergencies and/or unforeseen circumstances students are expected to notify their instructors and arrange for any possible "makeup"
assignments; however, instructors are not required to allow for such “makeup” assignments. Instructors will record attendance and specify procedures for handling absences in course syllabi.

The undergraduate degree completion programs are unique and typically offer an accelerated calendar for adults which require fewer but more intense class sessions, chats sessions, and the like. Since these courses are only seven weeks in length, missing “class” is highly discouraged and may affect the final grade and/or course completion. In cases of extreme emergencies and unforeseen circumstances students are expected to notify their instructors and arrange any possible “makeup” assignments; however, instructors are not required in any way to allow for such “makeup” assignments.

All course assignments are also to be competed according to established deadlines. Instructors are not required in any way to accept coursework beyond the established deadline. Missing assignment deadlines will most certainly impact a grade in a course.

Additional attendance guidelines and requirements for degree completion undergraduate students:

- If a student must miss a class/chat because of an emergency or illness, he/she is required to complete his/her regular assignments(s) and complete a make-up assignment that contributes to the subject being studied and enhances the class-learning environment. A missed class/chat may result in a grade reduction.
- If a student misses two classes/chats, the instructor and the student need to discuss the student’s ability to complete the course. In addition, the student will be required to complete his/her regular assignment(s) and extra work. Two missed classes/chats will result in additional grade reduction.
- Any additional absences will require retaking the course. The student will be billed and a grade will be issued each time the course is taken.
- Regular attendance is a key factor in determining the continuing financial aid support.
- Instructors understand the uncertainty of military requirements and other contractual obligations, and they will work with the student to meet educational goals.
- It is the student's responsibility to contact the instructor to make appropriate arrangements.

Assessment of Student Learning and Other Matters
Concordia University conducts a series of activities to assess - among other things - student learning, program effectiveness, and student perceptions of faculty effectiveness. The assessment program at Concordia University, Saint Paul is a process for educational improvement that helps both the institution and the individual student. Assessment results help determine how well the institution is meeting its mission and goals for students, what is working and where changes need to be made. In addition, assessments provide students with feedback to monitor progress toward their own educational goals. This assessment program uses a variety of tools to measure students learning and development beyond what simple grades can indicate. In some cases, assessment results will demonstrate how Concordia University students compare in certain subject areas to students across the country. Many of the assessment activities are part of courses and some will be a part of the process of applying for an academic major. Other assessments will involve student participation in surveys, focus groups or interviews. As part of the general education program and at the completion of the academic major and minor, students will also complete an outcomes assessment. As alumni, students will be asked to participate in assessment surveys that inquire about the impact their Concordia University education has had for them. More information about assessment activities can be obtained from academic advisors or the associate dean for academic affairs.

Drop Registration from Courses Without Academic Record

FULL SEMESTER COURSES
Students may withdraw from a course without record during the first two weeks of the course.

HALF SEMESTER COURSES (7 WEEK COURSES)
Students may withdraw from a course without record during the first week of the course.

Withdrawal from Courses/Withdrawal with Academic Record

FULL SEMESTER COURSES
Students may withdraw from full semester courses any time after the second week of the course through the eleventh week and receive a "W" grade.

HALF SEMESTER COURSES
Students may withdraw from half semester courses any time after the first week of the course through the fifth week and receive a "W" grade.
Withdrawal Procedures

- Students are able to drop courses online through the drop dates posted on the academic calendar.
- After the drop period is over, students must submit a signed Course Change Form with instructor and advisor signatures.
- Effective dates for withdrawals will be determined by the date when the properly completed Course Change Form is received in the Registrar’s Office.
- Withdrawal from coursework may have financial implications. Students will receive 100% tuition refunds only for courses from which they withdrew prior to the course starting. See financial policies for further information.

Withdrawal from the University

Students who desire to discontinue from the university, take a leave of absence, or changing their cohort must discuss their plans with their advisor. Traditional undergraduate students will contact the Director of Academic Advising, Renee Rerko at (651) 603-6318 or rerko@csp.edu for an exit interview. It is the student's responsibility to fulfill all necessary obligations by contacting the following: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as laptops, instruments, keys, and athletic equipment. Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any financial obligations.

Students who are asked to leave Concordia University as a result of administrative dismissal or academic disqualification, may appeal. Contact the Director of Academic Advising, Renee Rerko at (651) 603-6318 or rerko@csp.edu.

Grading System – Undergraduate Programs

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<tr>
<td>A-</td>
<td>Superior High</td>
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<td>B+</td>
<td>Above Average</td>
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<tr>
<td>B</td>
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<tr>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
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<tr>
<td>D+</td>
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**REQUESTING AN “IN PROGRESS” GRADE**

An In-Progress grade may be given to students who have missed part of their assigned work due to circumstances which are beyond their control and who are otherwise doing satisfactory work. Note that any in-progress grade could affect the students’ probationary and disqualification status (See Satisfactory Progress Policy). Process:

- Prior to the end of the term the student files a form with the professor requesting an "I" grade and indicating a planned completion date.
- Students and instructors develop an agreement including the guidelines for completion of the necessary coursework. In degree completion programs, an "in-progress" grade should be removed within two weeks.
- In traditional programs, an in-progress should be completed and removed by the seventh week of the following semester in which the "I" grade was incurred or at a date set by the professor on the form provided. In degree completion undergraduate programs and graduate programs, all course requirements must be completed within four weeks from the last day of class.
• The grade of "I" will be changed to the grade of "F" by the registrar unless an instructor assigns a passing grade or requests an extension beyond the normal time limit.
• Permission may be granted by the instructor to extend the time of an "I" grade to a maximum of one year.
• The maximum number of In-Progress grades students may carry at one time is two.
• When extenuating circumstances warrant. Any further extension must be approved by the instructor and the Vice President for Academic Affairs and filed with the registrar.

PASS/NO-PASS GRADING
A course usually graded A through F may be taken Pass/No Pass by a student if the course is an elective and not part of the general education curriculum or part of a major or minor. A course is designated as elective when it is not used by a student to meet any specific area or course requirement including the general education program, major, minor, emphasis, or professional courses. To take a course usually graded A through F as a Pass/No Pass course, a student must file the appropriate form with the Office of the Registrar before the course is half over - the end of the third week for a seven week class or the end of the seventh week for a full semester course. Pass/No Pass courses transferred in by students as required courses (a course is designated as required when it is used by a student to meet any specific area or course requirement including the general education program, major, minor, emphasis or professional courses) are acceptable only from colleges where the grading system is the normal system as described above.

There is a four-credit limit of PN courses per semester for sophomores, juniors, and seniors. Internships (see below) which are normally graded by the Pass/No Pass system do not count towards these limits.

Field experiences, internships, and co-curricular athletic activities are offered ONLY on a Pass-No Pass basis. A student may earn a maximum of eight credits in the combined music/drama area and one credit in each area of athletics that are applicable to the total credits for graduation requirements. The maximum credit limit applies to students who are not completing a music/drama major, minor, or emphases. Although these courses apply toward graduation requirements, they are not calculated into the cumulative grade point average.

Academic Good Standing
A student in good standing is one who:
• Is registered for the current term
• Is attending classes in accordance with the class attendance policy
• Has no financial obligations to the university
• Is not on disciplinary probation and
• Is not on academic probation.

Eligibility to participate in certain interscholastic activities necessitates the fulfillment of additional requirements.

Satisfactory Academic Progress Policy
This policy provides early identification and intervention for students of Concordia University who have difficulty maintaining satisfactory academic progress. In an effort to help all students achieve satisfactory academic standards and successfully progress through their chosen curriculum, the university will extend professional assistance.

Students are expected to meet satisfactory academic progress standards for each term. Students not maintaining the specified standards will be required to meet with their advisors to assist in detecting and alleviating problems they may be experiencing.

To be eligible to register continuously without conditions, a student must achieve satisfactory progress by maintaining a 2.00 Cumulative Grade Point Average AND a minimum of 12 credits each term. Incompletes (I) and withdrawals (W) do not count toward completion. Students taking 9 to 11 credits will need to pass 9 credits and students taking 6 to 8 credits will need to pass 6 credits.

To be eligible to return for a second term, a student must achieve at least a 1.0 GPA their first term. When a student does not maintain satisfactory progress, the university will impose certain restrictions that will affect the student’s eligibility for enrollment and financial aid:
1. Academic Probation: Academic probation is a formal warning that students did not achieve satisfactory progress. Students will be notified of their probation status in writing by the registrar. Students placed on academic probation may enroll for no more than 16 credits for the following term Academic probation status appears on the student’s internal records, but it is not part of the permanent transcript. A student on academic probation must see his or her advisor within the first two weeks of the new term to complete a Student Success Plan. All students on academic probation are required to take and successfully complete SSS 120 – College Turning Points (a student success course) during their
probationary term. Students who achieve a 2.5 term GPA and complete the minimum required credits while on probation will be allowed to register for a subsequent term on probation without disqualification.

2. Disqualification: Disqualification occurs when students do not meet satisfactory academic progress requirements for two consecutive terms, or first-term students do not achieve a 1.0 GPA. Students will be notified of their disqualification in writing by the registrar. Students are ineligible to register for subsequent terms. Students may appeal to be readmitted by completing the Disqualification Appeal Form.

Disqualification Appeal Process
A Disqualification Appeal Form must be submitted to the academic appeals committee. The academic appeals committee will decide approval or denial of students who are appealing their academic disqualification. Appeals must be submitted to the academic appeals committee at least two weeks before the start of the term for which the student desires readmission. The appeal must state what undue hardship caused the student’s inability to meet satisfactory progress standards. The hardships could include illness, injury, or death of an immediate relative. Only special extenuating circumstances will be considered. Students must also explain how they propose to remedy their situation. If the appeal is successful, the student is readmitted on probationary status. Appeals are approved for one term only. Students may also show successful completion of 12 semester credits with a CGPA of 2.0 or higher from another accredited institution to indicate that they have overcome the challenges that caused the original disqualification.

Honor Recognition – Dean’s List
Traditional program full-time students, who earn a grade point average (GPA) of 3.50 and above in a given academic semester, are included on the dean’s list. To be considered, all course incompletes must be removed by the end of the second week after the week of final examinations.

Graduation Honors
Full-time students in bachelor degree programs at Concordia University who have earned at least 64 credits at Concordia University and who have earned a cumulative grade point average of 3.90 or higher are designated as graduating summa cum laude; those students with a cumulative grade point average of 3.75 to 3.89 are designated as graduating magna cum laude; those students with a cumulative grade point average of 3.60 to 3.74 are designated as graduating cum laude.

Students in bachelor degree programs who have earned fewer than 64 credits at Concordia University and have at least a 3.90 GPA at Concordia will be recognized as graduating "with high distinction." Students who have earned fewer than 64 credits and have a GPA between 3.75 and 3.89 will be recognized as graduating "with distinction."

Academic Honors Convocation
Students receiving dean’s list recognition, special departmental awards, and merit scholarships will be recognized at the annual Academic Honors Convocation held during the spring semester.

Honorary Societies for Students

LAMBDA PI ETA
Lambda Pi Eta is the official communication studies honor society of the National Communication Association (NCA). The Nu Beta chapter of Lambda Pi Eta was chartered at Concordia University in 2001. As an accredited member of the Association of College Honor Societies (ACHS), Lambda Pi Eta has nearly 300 active chapters at colleges and universities worldwide. Lambda Pi Eta was founded in 1985 at the University of Arkansas, became a part of the National Communication Association (NCA) in 1988, and became the official honor society of the NCA in July 1995. Lambda Pi Eta represents what Aristotle described in his book, Rhetoric, as the three ingredients of persuasion: Logos (Lambda) meaning logic, Pathos (Pi) relating to emotion, and Ethos (Eta) defined as character credibility and ethics. The goals of Lambda Pi Eta are to:

• recognize, foster, and reward outstanding scholastic achievement;
• stimulate interest in the field of communication;
• promote and encourage professional development among communication majors;
• provide an opportunity to discuss and exchange ideas about the field;
• establish and maintain close relationships and understanding between faculty and students; and
• explore options for further graduate studies.

http://www.natcom.org/StudentOrgs/LPH/LPH.HTM
Sigma Tau Delta
Sigma Tau Delta, The National English Honor Society, was founded in 1924. In 1987, the Mu Chi Chapter was established at Concordia University. Membership is open to students who have completed at least five semesters of college work with a minimum of 3.00 grade-point average in English and who rank in the top 35 percent of their class in general scholarship. The purposes of the society are to:
• confer distinction for high achievement in English language and literature;
• to promote interest in literature and the English language on the campus and in the surrounding community; and
• to foster the discipline of English in all its aspects, including creative and critical writing.

Participation in Commencement Ceremonies
Students who have 15 or fewer credits left to complete at the time of the annual commencement ceremony in May are allowed to participate. Contact the Registrar's Office for more information.

Change of Status
A Change of Status form must be completed by your advisor if you drop or add a course, discontinue, or take a leave of absence. Most students never use a Change of Status during the entire program. You are allowed two, and after those two, a fee of $75 will be charged for each Change of Status.

Financial Hold
Students who are not current in their financial obligations to Concordia University, are placed on financial hold. While on financial hold, students:
• are NOT allowed to attend any classes
• have their course management system (CMS: WebCT, Blackboard, Moodle) disabled
• are subject to late fees on any and all unpaid balances
• have financial aid for the next terms canceled (since they are not current students)
• are de-registered so all student loans move into repayment status
• are unable to receive grades, transcripts, or diplomas
• who receive veterans benefits have those benefits discontinued.

In these situations, students do not receive grades for courses attended while on financial hold even if coursework is completed.

Research with Human Subjects
All research projects employing human subjects must be reviewed by the Human Subjects Review Committee. No research project should be implemented without the approval of the Human Subjects Review Committee. Students and faculty who are planning to conduct research are directed to use and follow the procedures in the Faculty Handbook Section 8, Appendix D: Concordia University Saint Paul, MN Protocols and Procedures for Research Involving Human Subjects Application and Information Packet and Appendix E: Protocol Form Research Involving Human Subjects.

Academic Integrity
Academic integrity is essential to any academic institution and is in keeping with the mission of the University. In order to protect Academic integrity is essential to any academic institution and is in keeping with the mission of the University. In order to protect the rights of students, the disciplinary procedure for dealing with cases of academic dishonesty follows these broad guidelines.

Academic integrity includes working honestly on tests and assignments, honestly reporting research findings, properly citing the source of any materials quoted, paraphrased or modified in the work one submits. A popular handbook for writers defines properly citing source material in this manner:

"To plagiarize is to present another person's words or ideas as if they were your own. Plagiarism is like stealing. The word plagiarize comes from the Latin word for kidnapper and literary thief. Plagiarism can be intentional, as when you submit as your own work a paper you did not write. Plagiarism can also be unintentional, but not less serious an offense if you are unaware of what must be acknowledged and how to do so with documentation." (Troyka, L. Handbook for writers, Simon and Schuster, 6th ed.)

Violations of academic integrity include “cheating” and “plagiarism” as defined by the university's Student Code of Conduct (SCC).

Off-Campus Study
Concordia University encourages students to broaden their horizons and explore their surrounding world through off-campus study programs. In order to apply for off-campus study, students must meet certain criteria dependent upon the study option. Concordia University will allow only two semesters of off-campus study or a maximum of 32 off-campus study credits to be applied to the 128 credits for the bachelor's degree. The university’s Bachelor of Arts and Bachelor of Business Administration graduation requirements will remain in effect. Students enrolled in pre-approved off-campus study will also be considered in the financial aid process. In no way will program leaders or instructors of programs/courses be responsible for personal injury or property damage arising out of the act or negligence of any direct carrier, hotel, or travel service or any other person rendering any service offered in connection with off-campus study.

**Off-Campus Enrollment**

Students wishing to apply for Off-Campus Enrollment (OCE) for required courses must be:

- currently registered for six or more credits
- maintaining satisfactory progress as defined in this academic catalog
- experiencing an unavoidable class conflict which prevents them from graduating on time, or
- planning to take a course that is a part of their approved major and/or minors but not currently taught at Concordia University.

Although new courses, majors, and minors will not be created through an OCE, the student may earn majors and minors at other institutions and transfer them to Concordia University. Students who meet these criteria may complete the OCE form and have it signed by their academic advisor. Following approvals, the student accounts office will provide authorization to register at the host institution. Students must request the host institution to send a transcript to the Registrar at Concordia University for final documentation. If the transcript is not received by the Registrar within three months of the OCE completion, the student's account will be assessed the fees paid to the host institution.

**Global Off-Campus Enrichment Study**

Another off-campus study option available to students is the Global Off-Campus Enrichment (GOE). New programs are approved annually. In order to participate, students must be in good standing. For further information, contact the Community Action, Leadership, and Learning Center (CALL Center) at (651) 641-8236.

**Reserve Officers Training Corps (ROTC)**

**AIR FORCE ROTC**

A cooperative program between Concordia and the University of Saint Thomas provides Concordia students with the opportunity to concurrently enroll in credit courses in aerospace studies at Saint Thomas. Air Force Reserve Officer Training Corps is an educational and leadership development program designed to prepare students for commissioning as second lieutenants in the United States Air Force. Air Force ROTC complements the academic major of the student's choice and increases the student's career options. Students incur no obligation by enrolling in the courses; the Aerospace classes are free and are paid by a University of Saint Thomas grant. Credit is transferable. Scholarships are available, especially in engineering, mathematics, physics, computer science, and nursing. For more information, contact the Department of Aerospace Studies at the University of Saint Thomas, (651) 962-6320 or 1-800-328-6819, ext. 6320.

**ARMY ROTC**

ROTC trains and prepares men and women for a commission as an officer in the regular Army, Army Reserve and National Guard. In addition to instruction in military fundamentals, ROTC develops leadership qualities and self-confidence essential to success in today's world.

Concordia's program, six semesters in length, is completed concurrently with course work required for a B.A. degree through the University of Minnesota. The first two semesters constitute the Basic Program, while the four remaining semesters are the Advanced Program.

Cadets/students are under no legal obligation while in the Basic Program. Upon entrance into the Advanced Program the students sign a contract and begin receiving a monthly stipend from the ROTC program. Traditional Concordia University students who are also Army ROTC scholarship winners shall receive a room and board scholarship assurance each term while they are on a scholarship contract. Non-traditional degree completion students enrolled as cadets in the University of Minnesota Corps of Cadets by means of a scholarship contract shall receive a $500 per semester stipend for each semester they are enrolled in an undergraduate degree completion program. For further information, call (612) 626-1584.
NAVAL ROTC

Naval ROTC two-year scholarship and non-scholarship programs allow students to earn a commission in the U.S. Navy or U.S. Marine Corps. Concurrent completion of degree requirements at Concordia and Naval Science requirements at the University of Minnesota results in an active duty commission. Career options include aviation, submarine warfare and surface warfare (Navy), or aviation and ground office positions (Marines). For further information, call (651) 625-6677.
GRADUATION REQUIREMENTS

Associate of Arts Degree (A.A.)

Students may obtain the Associate in Arts (A.A.) degree at Concordia University, by completing a 64-credit program that includes the equivalent of the 47 credits of general education curriculum. A minimum of 24 credits must be earned at Concordia University. In addition, students must:

1. Earn a minimum cumulative grade point average of 2.00 at Concordia University.
2. Complete all general education requirements.
3. Complete all assessment activities and outcome examinations required for general education.
4. Complete, if desired, an area of emphasis to complete the total number of credits required for graduation.

Areas of emphasis as a part of the A.A. program are 16 credits. Students may select an area of emphasis with the approval of their academic advisor. The academic department and the Registrar must approve the area of emphasis in order for it to be listed on the student’s transcript.

Bachelor of Arts Degree (B.A.)

The Bachelor of Arts (B.A.) degree from Concordia University carries the following general requirements. Students will:

1. Complete 128 total credits applicable to graduation of which 32 must be completed at Concordia University and 20 in the senior year.
2. Complete the course requirements for the 47 credits of general education program distributed according to the "Framework for Learning” goals and competencies.
3. Complete the course requirements for an academic major - typically 40 to 44 credits for the BA - or two academic minors - typically 20 to 24 credits each. At least 50% of a major, minor or emphasis must be completed in residence unless approved by the appropriate department(s).
4. Complete petitions for any and all substitutions for general education courses and courses in the major and/or minor(s).
5. Earn a cumulative grade point average of 2.00 or above, a cumulative grade point average of 2.50 or better in the major and all minors. If the 2.50 cumulative grade point average is not attained in a minor, the minor will not be listed on the transcript. Two or more majors, minors, or emphases can be requested in related areas, with a maximum of three courses, or one-fourth of the total credits, whichever is higher, in common. An exception may be granted for multiple teaching licenses.
6. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
7. Traditional undergraduate students – meet with the Registrar after applying for graduation to review final requirements. It is recommended to apply and meet with the Registrar before registering for the entire senior year to allow for any contingencies. The deadline for the graduation application is set for the Friday before Thanksgiving for students planning to complete the following spring, summer, or fall to participate in the upcoming May ceremony. Students in the undergraduate degree completion programs are to communicate with an academic advisor on a continuing basis.
8. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.

NOTE: Special requirements for Teacher Education majors are listed in the College of Education section.

Bachelor of Business Administration Degree (BBA)

Admission to the degree programs for all Bachelor of Business Administration (BBA) majors:

1. Complete all freshman/sophomore required business and prerequisite courses.
2. Earn no more than 8 credits of D/F grades in the freshman/sophomore required business and prerequisite courses. All D/F credits from all prior enrollments in courses that a student repeats are counted as D/F credits for the purposes of admission to the majors in the BBA program. Accounting and Finance majors also earn B, C or C, B in ACC 201 and ACC 202.

The BBA degree from Concordia University carries the following general requirements. Students will:

1. Complete 128 total credits applicable to graduation.
2. Complete all requirements for the degree within eight (8) years of entering Concordia University. The 128 credits consist of general education courses, basic business core courses, major courses, elective courses, and all necessary prerequisites.
3. Complete all upper-level (300- and 400-level) basic business core courses and all major courses in residence.
4. Earn a cumulative grade point average of 2.00 or above, a cumulative grade point average of 2.00 or better in the major and a 2.50 in all minors.
5. Complete the Major Field Test in Business.

If a student has earned the grade of D in a course that is part of the BBA basic business core and has taken that course at a school other than Concordia University, the course will not substitute for a course that is part of the business core. A student may earn transfer credit for a lower-level (100 or 200 level) course that is part of the business core only if the student took the course at an accredited institution of higher education.

Bachelor of Science Degree (B.S.)
The Bachelor of Science (B.S.) degree from Concordia University carries the following general requirements. Students will:

1. Complete 128 total credits applicable to graduation of which 32 must be completed at Concordia University and 20 in the senior year.
2. Complete the course requirements for the 47+ credits of general education program distributed according to the "Framework for Learning" goals and competencies.
3. Complete the course requirements for a Bachelor of Science academic major – typically 45 to 60 for the B.S. At least 50% of a major, minor or emphasis must be completed in residence unless approved by the appropriate department(s).
4. Complete petitions for any and all substitutions for general education courses and courses in the major and/or minor(s).
5. Earn a cumulative grade point average of 2.00 or above, a cumulative grade point average of 2.50 or better in the major and all minors. If the 2.50 cumulative grade point average is not attained in a minor, the minor will not be listed on the transcript. Two or more majors, minors, or emphases can be requested in related areas, with a maximum of three courses, or one-fourth of the total credits, whichever is higher, in common. An exception may be granted for multiple teaching licenses.
6. Complete all assessment activities and outcomes examinations required for general education and/or majors and minors.
7. Traditional undergraduate students – meet with the Registrar after applying for graduation to review final requirements. It is recommended to apply and meet with the Registrar before registering for the entire senior year to allow for any contingencies. The deadline for the graduation application is set for the Friday before Thanksgiving for students planning to complete the following spring, summer, or fall to participate in the upcoming May ceremony. Students in the undergraduate degree completion programs are to communicate with an academic advisor on a continuing basis.
8. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.
FRAMEWORK FOR LEARNING – UNIVERSITY OUTCOMES

The function of the General Education program – known as the “Framework for Learning” – is to make explicit how Concordia University understands and applies its mission statement. To help realize the goals of the mission statement, the total educational experience of Concordia University students – both in and out of the classroom – is placed within an overarching structure called the Framework for Learning. The Framework for learning includes goals and competencies in eight areas: aesthetic, intellectual, physical, spiritual, communication, interpersonal, civic, and global.

The Framework for Learning is designed to introduce "students to academic content areas central to the classical liberal arts and to the university’s identity, as expressed in its mission statement, and to the most essential components of these areas; it develops and cultivates skills requisite to any intellectual or professional endeavor; and it does so in a manner attentive to the abstract or methodological dimensions of the subject at hand” (Faculty Handbook).

Goals and Competencies

AESTHETIC
Goal: to increase awareness, understanding and informed critical appreciation of artistic expression and to foster creative talents within the student.

Competencies: With the help of the Concordia community the student will:

A. understand the importance of artistic expression in reflecting and shaping the life of human communities;
B. appreciate the arts by exploring them in relation to philosophical, religious and social thought;
C. appreciate the arts by experiencing major forms of artistic communication;
D. appreciate and examine the relationship of the arts and ineffable aspects of human experience;
E. value one's self as a contributor to, appreciation of and participant in various avenues of artistic expression.

INTELLECTUAL
Goal: to develop the ability to think critically, incorporating skills for imagining, organizing, analyzing and evaluating.

Competencies: With the help of the Concordia community the student will:

A. reason logically, reflectively and independently;
B. examine, analyze and integrate ideas, applying inductive, quantitative and abstract thinking;
C. synthesize and formulate new ideas;
D. arrive at thoughtful, informed and ethical decisions;
E. use appropriate and current technology in problem solving, research and analysis.

PHYSICAL
Goal: to foster informed healthful living, balanced service to God and humanity and enlightened care for self.

Competencies: With the help of the Concordia community the student will:

A. demonstrate strategies that promote lifelong health;
B. implement and evaluate a personal physical fitness plan;
C. implement a health-conscious lifestyle, including intellectual and emotional wellness;
D. balance health of physical self and service to God and humanity.

SPIRITUAL
Goal: to foster understanding of the Gospel and its Biblical source from the perspective of Lutheran theology, including implications of the Gospel for human experience and for vocation in home, workplace, public life and congregation.

Competencies: With the help of the Concordia community the student will:

A. appreciate and understand the content of the Bible, with appropriate reference to the Gospel and Lutheran theology;
B. describe the Christian tradition, noting the university’s Lutheran heritage and examine the range of Christianity’s influence on human history and culture;
C. relate with sensitivity to various religious traditions;
D. understand the complexities of the intersections of religion and society, including questions of ethics and vocation;
E. serve the larger community and reflect on the significance of that service.

COMMUNICATION
Goal: to develop an awareness of communication processes and the desire and skill to improve writing, speaking, research, synthesis and analysis.

Competencies: With the help of the Concordia community the student will:

A. understand and demonstrate the writing and speaking process, developing theoretical knowledge of and applying skills in interpersonal, public and intercultural communication contexts;
B. respond to texts with attention to logic, style, voice, organization and effect;
C. use skills of logic, research, evaluation and synthesis in a variety of contexts;
D. describe communication factors in the development, maintenance and dissolution of relationships;
E. demonstrate a responsible, ethical use of all forms of communication;
F. demonstrate application of technology as a communication tool.

INTERPERSONAL
Goal: to develop understanding of self and self in relation to others.

Competencies: With the help of the Concordia community the student will:

A. understand human behavior individually, in groups and in organizations;
B. understand his/her own experience and paradigms, discover biases and their effects on behaviors, thought processes, feelings and spirituality;
C. develop empathy and understanding for others from similar as well as from different backgrounds;
D. develop self-understanding within the context of relationships with others;
E. demonstrate cooperative approaches to conflict resolution.

CIVIC
Goal: to understand the structure and operations of governments as well as the dynamic interplay between individual and corporate identities; to examine patterns and processes of culture and social structure.

Competencies: With the help of the Concordia community the student will:

A. evaluate and understand current and historical societal issues;
B. compare and contrast issues, societal institutions and policies in the U.S. with those of other countries;
C. articulate a coherent democratic and just vision for the U.S., including the rights and responsibilities of its citizens and the role of the state;
D. participate in the body politic: campus, city, state, national, or international.

GLOBAL
Goal: to facilitate an informed understanding of our global interdependence and the ability to interact effectively with people, language and cultures other than a student’s own.

Competencies: With the help of the Concordia community the student will:

A. relate with an informed perspective to people of at least one other culture of the world;
B. relate with an informed perspective to people of at least one other culture of the United States;
C. identify economic, political, religious, scientific, technological, geographical, environmental and other links in our global community;
D. work towards justice and environmentally responsible living within a global perspective;
E. recognize and act upon the difficulties caused by ethnocentrism.

As indicated above, the Framework for Learning shapes the entire Concordia University educational experience, entailing not only overt academic work but also chapel and spiritual life opportunities, service learning, foreign study, internships and a wide array of
All academic coursework – majors and minors, study in professional programs, electives and especially the general education curriculum – is explicitly guided and informed by the Framework for Learning and is designed to support its goals.

**GENERAL EDUCATION REQUIREMENTS**

The general education curriculum is represented by the areas listed alphabetically below. The purpose of the general education curriculum is to provide Concordia University students with the opportunity to grow in their ability to:

A. discover, confront and explore unfamiliar information and ideas;
B. use available academic resources and skills to think analytically, critically, and synthetically;
C. use appropriate and current technology for research and problem solving; and
D. ideally move beyond the academic data itself to formulate and express new insights and ideas.

**FINE ARTS (a total of 4 credits over two areas required)**

The fine arts curriculum increases students' awareness, understanding and critical appreciation of varied aesthetic expression; and seeks to foster their creative talents.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 101</td>
<td>Approaching Art #</td>
<td>2</td>
</tr>
<tr>
<td>ART 111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 261</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 120</td>
<td>Listening to Life: Western Classical Music</td>
<td>2</td>
</tr>
<tr>
<td>MUS 121</td>
<td>Listening to Life: Global and Popular Music #</td>
<td>2</td>
</tr>
<tr>
<td>THR 101</td>
<td>Introduction to Theatre</td>
<td>2</td>
</tr>
<tr>
<td>THR 160</td>
<td>Introduction to Dance</td>
<td>2</td>
</tr>
<tr>
<td>THR 221</td>
<td>Acting I</td>
<td>4</td>
</tr>
<tr>
<td>THR 251</td>
<td>Stagecraft</td>
<td>4</td>
</tr>
</tbody>
</table>

# Recommended for Teacher Education students

**HISTORY AND POLITICAL SCIENCE (4 credits required)**

History offerings help students understand historical sources on their own terms and to recognize the interplay of political, intellectual, social, economic and cultural factors in the development of civilizations. It thereby provides one method whereby present-day circumstances can be better understood and evaluated. Political science courses help students understand their own government and the role of each citizen in the democratic process. Applied globally, political science pertains to the relationships between different governments and peoples and explores how their interests and welfare are connected by many of the same factors examined by historians.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 111</td>
<td>Western Civilization to 1648</td>
<td>4</td>
</tr>
<tr>
<td>HIS 113</td>
<td>Western Civilization since the Reformation</td>
<td>4</td>
</tr>
<tr>
<td>HIS 212</td>
<td>Introduction to History</td>
<td>4</td>
</tr>
<tr>
<td>HMG 110</td>
<td>Introduction to Hmong History</td>
<td>4</td>
</tr>
<tr>
<td>POL 131</td>
<td>American Government</td>
<td>4</td>
</tr>
<tr>
<td>POL 241</td>
<td>Contemporary World Problems: Global Politics</td>
<td>4</td>
</tr>
</tbody>
</table>

**COMMUNICATION (4 credits required)**

Communication courses pertain to the study of verbal and nonverbal messages between communicators in interpersonal, group, public, intercultural and mass media contexts. Communication theory and analysis informs student choice of ethical as well as effective strategies and skills used to relate and respond to ideas.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 103</td>
<td>Communication Fundamentals: Interpersonal</td>
<td>4</td>
</tr>
<tr>
<td>COM 212</td>
<td>Public Speaking and Performance</td>
<td>4</td>
</tr>
</tbody>
</table>

**GLOBAL STUDIES (4 credits required)**

Very broadly construed, global courses help students recognize global interdependence and/or cultural connections; as such, they enhance students' ability to work constructively with a people, language, or culture other than their own.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 309</td>
<td>Intercultural Communication</td>
<td>4</td>
</tr>
<tr>
<td>Course No.</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
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<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ENG 290</td>
<td>Language and Society</td>
<td>4</td>
</tr>
<tr>
<td>ENG 376</td>
<td>World Literature II</td>
<td>4</td>
</tr>
<tr>
<td>GRK 211</td>
<td>Beginning Greek I</td>
<td>4</td>
</tr>
<tr>
<td>HIS 121</td>
<td>World History</td>
<td>4</td>
</tr>
<tr>
<td>HIS 221</td>
<td>World of Culture: Greece and Rome</td>
<td>4</td>
</tr>
<tr>
<td>HIS 267</td>
<td>Introduction to Latin America</td>
<td>4</td>
</tr>
<tr>
<td>HMG 201</td>
<td>Hmong Culture and Society</td>
<td>4</td>
</tr>
<tr>
<td>RLG 350</td>
<td>Religions of the World</td>
<td>4</td>
</tr>
<tr>
<td>SPA 101</td>
<td>Beginning College Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPA 102</td>
<td>Beginning College Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>THL 350</td>
<td>Religions of the World</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>International Study programs (e.g., England, India, Mexico, Thailand)</td>
<td>4</td>
</tr>
</tbody>
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**SOCIAL AND BEHAVIORAL SCIENCE (4 credits required)**
Social and behavioral science courses provide the perspectives and tools for students to understand human behavior individually, in groups and in organizations.

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<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology #</td>
<td>4</td>
</tr>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td># Recommended for Teacher Education students</td>
<td></td>
</tr>
</tbody>
</table>

**HEALTH AND PHYSICAL EDUCATION (3 credits required)**
The health and physical education curriculum provides students with the resources and strategies necessary for healthy, balanced and vigorous lives.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 110</td>
<td>Health and Human Movement</td>
<td>3</td>
</tr>
</tbody>
</table>

**LITERATURE (4 credits required)**
The literature curriculum helps students develop their abilities to think critically about, write coherently on and discuss enthusiastically a variety of literary texts; students develop both an intellectual understanding of the power of literature and an aesthetic appreciation for diverse literary works.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 155</td>
<td>Introduction to Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

**MATHEMATICS AND NATURAL SCIENCE (8 credits required)**
Mathematics offerings are designed to develop students' understanding of basic mathematical concepts, to develop their abilities to analyze and solve mathematical problems and to promote mathematical awareness in the analysis of problem solving strategies and the interpretation of results. Natural science courses examine the physical nature of the world. Biology involves plant, animal and human life; physical science deals with the processes of the earth; while earth science studies the earth and the universe.

All students must take a total of 8 credits of mathematics and natural science, with the prescribed number of credits in each of the following three areas.

**MATHEMATICS (MINIMUM 3 CREDITS REQUIRED)**
A Mathematics Placement Examination is required of all incoming students. Students who do not pass this examination must successfully complete Intermediate Algebra (MAT 100) before taking a general education math course.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 101</td>
<td>Contemporary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 125</td>
<td>Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MAT 135</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td># Recommended for Teacher Education students</td>
<td></td>
</tr>
</tbody>
</table>

**BIOLOGY (MINIMUM 3 CREDITS REQUIRED)**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Biology Today</td>
<td>3</td>
</tr>
<tr>
<td>BIO 120</td>
<td>Biology I: The Unity of Life</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>BIO 130</td>
<td>Biology II: The Diversity of Life</td>
<td>4</td>
</tr>
</tbody>
</table>

**Physical Science (Minimum 2 Credits Required)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 110</td>
<td>Perspectives in Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>ENV 120</td>
<td>Introduction to Environmental Science</td>
<td>3</td>
</tr>
<tr>
<td>ESC 120</td>
<td>Observational Geology</td>
<td>3</td>
</tr>
<tr>
<td>ESC 140</td>
<td>Observational Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>ESC 160</td>
<td>Earth Science #</td>
<td>4</td>
</tr>
<tr>
<td>PHS 111</td>
<td>Principles of Physics (Trigonometry-based)</td>
<td>3</td>
</tr>
<tr>
<td>PHY 221</td>
<td>General Physics I (Calculus-based)</td>
<td>4</td>
</tr>
</tbody>
</table>

*Recommended for Teacher Education students

**Religion and Theology (7 to 8 Credits Required; 3 to 4 Bible, 4 Intermediate)**

Students meet their general education requirements in theology by taking a minimum of three credits from the "Biblical" category and four credits from the "Intermediate" category. Students in professional church work programs must select from those courses in both categories that are also requirements in the minor in confessional Lutheranism.

*Note: * courses are designed for professional Church Work students only

**Biblical (3 or 4 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 100</td>
<td>The Biblical Heritage of Christianity</td>
<td>4</td>
</tr>
<tr>
<td>THL 206</td>
<td>New Testament *</td>
<td>3</td>
</tr>
</tbody>
</table>

**Intermediate (4 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 320</td>
<td>Global Christianity</td>
<td>4</td>
</tr>
<tr>
<td>THL 325</td>
<td>Christian Ethics for the Professional</td>
<td>4</td>
</tr>
<tr>
<td>THL 330</td>
<td>Our Living Faith *</td>
<td>4</td>
</tr>
<tr>
<td>THL 336</td>
<td>Evil Meets Good</td>
<td>4</td>
</tr>
<tr>
<td>THL 342</td>
<td>Athens and Jerusalem</td>
<td>4</td>
</tr>
<tr>
<td>THL 344</td>
<td>Martin Luther; Saint and Sinner</td>
<td>4</td>
</tr>
<tr>
<td>THL 351</td>
<td>Jesus and Muhammad</td>
<td>4</td>
</tr>
<tr>
<td>THL 352</td>
<td>Is God Green?</td>
<td>4</td>
</tr>
<tr>
<td>THL 356</td>
<td>One Nation Under God! Christianity and Politics in America</td>
<td>4</td>
</tr>
<tr>
<td>THL 357</td>
<td>Christianity and the Media in Contemporary Culture</td>
<td>4</td>
</tr>
</tbody>
</table>

**Writing (4 Credits Required)**

The writing course provides students with an awareness of written communication—specifically the process of research, synthesis and analysis—as well as opportunities to practice their own writing skills in an academic setting.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 120</td>
<td>College Writing</td>
<td>4</td>
</tr>
</tbody>
</table>
UNDERGRADUATE MAJORS

Accounting Major: 44 credits (BA adult)
Program Overview – The degree completion program in Accounting prepares students for accounting careers in business, government or non-profit organizations. The major builds upon a strong liberal arts and business core foundation and prepares students for professional certifications such as the Certified Public Accountant (CPA) and the Certified Management Accountant (CMA). This program has been designed for students who have completed an AS, AAS, or equivalent degree, in Accounting.

This degree completion program has been designed with two tracks:
Track One: Students who HAVE NOT completed an AS or AAS in Accounting
Students on this track will complete all courses in the Accounting program.
Track Two: Students who HAVE completed an AS or AAS in Accounting
Students on this track have are presumed to have completed the following courses: Macroeconomics, Principles of Accounting I and II, Federal Income Tax, Legal Environment of Business, Microeconomics, and Intermediate Accounting I.

Students holding an AS or AAS in Accounting that have not completed one or more of the mentioned courses will be advised accordingly.

Required: 44 credits (and in sequence)
MAN 301  Organizational Behavior and Human Resource Management 4
MAR 301  Principles of Marketing 4
MAN 201  Business Analytics 4
FIN 301  Corporate Finance I 4
MAN 302  Operations and Quality Management 4
ACC 312  Intermediate Accounting II 4
ACC 411  Advanced Accounting 4
ACC 412  Auditing 4
ACC 413  Cost Accounting 4
MAN 450  Managing Finance and Business Strategy 4
ACC 435  Philosophy of Values and Ethics 4

Accounting Major: 76 credits (BBA traditional)
Program Overview – The Bachelor of Business Administration degree is available with an Accounting major. Because the BBA requires more business courses than a Bachelor of Arts or Bachelor of Science degree, it is considered the degree of choice for students planning a career in accounting, better preparing students to excel in the business world. Accounting majors benefit from close contact with instructors who have extensive practical experience in the business world. The classroom structure stresses ethics and the practical application of accounting knowledge. The major will prepare students to take the Certified Public Accountant (CPA) examination.

Prerequisites from General Education: 7 credits
ECO 101  America in the Global Economy: Macroeconomics 4
MAT 110  Introduction to Probability and Statistics 3

Required Basic Business Core: 52 credits
ACC 201  Principles of Accounting I 4
ACC 202  Principles of Accounting II 4
ECO 102  America in the Global Economy: Microeconomics 4
ECO 201  Econometrics 4
or
MAN 201  Business Analytics 4
ECO 401  Global Economics 4
### Accounting Major courses: 24 credits
- **FIN 301** Corporate Finance I  
- **LAW 401** Legal Environment of Business  
- **MAN 301** Organizational Behavior and Human Resource Management  
- **MAN 302** Operations and Quality Management  
- **MAN 401** Business Strategy and Ethics  
- **MAR 301** Principles of Marketing  
- **MAT 125** Pre-Calculus or MAT 135 Calculus  
- **MIS 301** Computer Systems for Management  

### Accounting Major courses: 24 credits
- **ACC 311** Intermediate Accounting I  
- **ACC 312** Intermediate Accounting II  
- **ACC 411** Advanced Accounting  
- **ACC 412** Auditing  
- **ACC 413** Cost Accounting  
- **LAW 411** Federal Income Tax  

#### Art Design Major – see Design Major

#### Art Education/Teaching (K – 12) Major – see Visual Art Education/Teaching (K – 12) Major

### Art Studio Major: 56 credits (BA traditional)

**Program Overview** – Studio Arts combines the best of a small private university with the vibrant art community of the Twin Cities area. Students are prepared to excel through close mentorships with faculty in a supportive environment. Students network with art professionals and build an awareness of contemporary trends in art. Successful students have futures in a variety of art-centered careers or in graduate school.

**Prerequisites from General Education:** 2 credits  
- **ART 101** Approaching Art  

**Required: 29 to 30 credits**  
- **ART 102** 2-D Design  
- **ART 103** 3-D Design  
- **ART 105** Color Theory  
- **ART 111** Drawing I  
- **ART 171** Survey of Western Art I  
- **ART 172** Survey of Western Art II  
- **ART 211** Figure Drawing  
- **ART 472** 19th and 20th Century Art and Design  
- **ART 491** Theories in Contemporary Art  
- **ART 499** Art Senior Seminar  

**Choose one course from each of the following categories (17 to 20 credits)**

**2-D**  
- **ART 121** Painting I  
- **ART 311** Figure Drawing  

**3-D**  
- **ART 151** Sculpture I  
- **ART 161** Ceramics I  

**Photography**  
- **ART 141** Photography I  
- **ART 202** Digital Art I  

**Graphics**  
- **ART 231** Relief Printmaking  
- **ART 332** Screen Printmaking  
- **ART 333** Intaglio Printmaking
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 334</td>
<td>Lithography</td>
<td>3</td>
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</table>

**Non-Western**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 271</td>
<td>Art of Mexico</td>
<td>3</td>
</tr>
</tbody>
</table>

**History**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 272</td>
<td>Art of Asia</td>
<td>3</td>
</tr>
<tr>
<td>ART 273</td>
<td>Ethnographic Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 370</td>
<td>Mexican Art and Culture</td>
<td>2 to 4</td>
</tr>
</tbody>
</table>

**Electives: additional courses to total 56 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 121</td>
<td>Painting I</td>
<td>3</td>
</tr>
<tr>
<td>ART 141</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 151</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>ART 161</td>
<td>Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART 202</td>
<td>Digital Art I</td>
<td>3</td>
</tr>
<tr>
<td>ART 212</td>
<td>Illustration</td>
<td>3</td>
</tr>
<tr>
<td>ART 221</td>
<td>Painting II</td>
<td>3</td>
</tr>
<tr>
<td>ART 231</td>
<td>Relief Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 241</td>
<td>Photography II</td>
<td>3</td>
</tr>
<tr>
<td>ART 251</td>
<td>Sculpture II</td>
<td>3</td>
</tr>
<tr>
<td>ART 261</td>
<td>Ceramics II</td>
<td>3</td>
</tr>
<tr>
<td>ART 271</td>
<td>Art of Mexico</td>
<td>3</td>
</tr>
<tr>
<td>ART 272</td>
<td>Art of Asia</td>
<td>3</td>
</tr>
<tr>
<td>ART 273</td>
<td>Ethnographic Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 282</td>
<td>Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART 300</td>
<td>Community Arts</td>
<td>4</td>
</tr>
<tr>
<td>ART 302</td>
<td>Digital Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 311</td>
<td>Figure Drawing</td>
<td>4</td>
</tr>
<tr>
<td>ART 321</td>
<td>Advanced Painting</td>
<td>4</td>
</tr>
<tr>
<td>ART 332</td>
<td>Screen Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 333</td>
<td>Intaglio Printmaking</td>
<td>3</td>
</tr>
<tr>
<td>ART 334</td>
<td>Lithography</td>
<td>3</td>
</tr>
<tr>
<td>ART 341</td>
<td>Photography III</td>
<td>4</td>
</tr>
<tr>
<td>ART 351</td>
<td>Sculpture III</td>
<td>4</td>
</tr>
<tr>
<td>ART 361</td>
<td>Ceramics III</td>
<td>4</td>
</tr>
<tr>
<td>ART 370</td>
<td>Mexican Art and Culture</td>
<td>2 to 4</td>
</tr>
<tr>
<td>ART 372</td>
<td>Early Epochs of Christian Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 373</td>
<td>Italian Renaissance and Baroque Art</td>
<td>3</td>
</tr>
<tr>
<td>ART 382</td>
<td>Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>ART 431</td>
<td>Mixed Media Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ART 435</td>
<td>Advanced Printmaking</td>
<td>4</td>
</tr>
<tr>
<td>ART 441</td>
<td>Advanced Photography</td>
<td>2</td>
</tr>
<tr>
<td>ART 473</td>
<td>History of Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 481</td>
<td>Topics in Art: _______</td>
<td>1 to 3</td>
</tr>
<tr>
<td>ART 482</td>
<td>Graphic Design III</td>
<td>4</td>
</tr>
<tr>
<td>ART 483</td>
<td>Web Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 489</td>
<td>Mentored Study</td>
<td>1 to 4</td>
</tr>
</tbody>
</table>

**Athletic Training – an emphasis in Exercise Science; see Exercise Science Major**
Biology Major: 39 to 40 credits (BA traditional)

Program Overview – Biology majors develop a strong foundation in biology by exploring cell biology, genetics, chemistry, molecular biology, ecology, evolutionary theory, scientific methodology, research techniques and more. The coursework encourages students to sharpen their analytical, problem-solving, scientific reasoning, critical thinking, communication, and laboratory skills. Students have the opportunity to work in Concordia University’s research laboratory to get hands-on experience early in their coursework and to develop mentoring relationships with fulltime faculty who are experiences in cutting-edge research. Experience in the human cadaver laboratory is an important part of the program.

Prerequisites from General Education: 11 to 12 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>Biology I: The Unity of Life</td>
<td>4</td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics or MAT 125 Pre-Calculus</td>
<td>3 to 4</td>
</tr>
<tr>
<td>or MAT 135</td>
<td>Calculus</td>
<td>4</td>
</tr>
</tbody>
</table>

Required: 22 to 23 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 130</td>
<td>Biology II: The Diversity of Life</td>
<td>4</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 450</td>
<td>Special Topics in Biology (2 courses of 1 credit each)</td>
<td>2</td>
</tr>
<tr>
<td>BIO 455</td>
<td>Research Proposal</td>
<td>1</td>
</tr>
<tr>
<td>and BIO 456</td>
<td>Research in Biology</td>
<td>4</td>
</tr>
<tr>
<td>or BIO 498</td>
<td>Internship in Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHE 116</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives: 17 credits, two courses must be 300 or 400 level

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 220</td>
<td>Plant Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Animal Biology and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 300</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Human Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 316</td>
<td>Human Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 340</td>
<td>Science Issues and Ethics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 350</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>BIO 415</td>
<td>Biology of Aging</td>
<td>3</td>
</tr>
<tr>
<td>BIO 420</td>
<td>Bacterial Pathogenesis</td>
<td>3</td>
</tr>
<tr>
<td>BIO 430</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 440</td>
<td>Human Gross Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIO 497</td>
<td>Biology Teaching Assistance (instructor consent)</td>
<td>1 to 4</td>
</tr>
<tr>
<td>CHE 328</td>
<td>Introduction to Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>ENV 300</td>
<td>Environmental Issues and Ethics</td>
<td>4</td>
</tr>
<tr>
<td>KHS 473</td>
<td>Biomechanics</td>
<td>4</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Physiological Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

One of the following three courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE 222</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>PHS 111</td>
<td>Principles of Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHS 112</td>
<td>General Physics I</td>
<td>4</td>
</tr>
</tbody>
</table>
Biology Major: 52 to 54 credits (BS traditional)

Program Overview – Biology majors develop a strong foundation in biology by exploring cell biology, genetics, chemistry, molecular biology, ecology, evolutionary theory, scientific methodology, research techniques and more. The program encourages students to sharpen their analytical, problem-solving, scientific reasoning, critical thinking, communication and laboratory skills. The BS program allows students experience in the human cadaver laboratory and additional depth in the subject matter.

Prerequisites from General Education: 12 credits

- BIO 120  Biology I: The Unity of Life  4
- CHE 115  General Chemistry  4
- MAT 125  Pre-Calculus or MAT 135 Calculus  4

Required: 37 to 39 credits

Biology Core: 18 to 19 credits

- BIO 130  Biology II: The Diversity of Life  4
- BIO 210  Genetics  4
- BIO 330  Cell Biology  4
- BIO 450  Special Topics in Biology (2 courses of 1 credit each)  1 and 1

- BIO 455  Research Proposal  1
  and
- BIO 456  Research in Biology  4
  or
- BIO 498  Internship in Biology  4

Chemistry Requirement: 12 credits

- CHE 116  General Chemistry II  4
- CHE 221  Organic Chemistry  4
- CHE 328  Introduction to Biochemistry  4

Mathematics Requirement: 3 to 4 credits

- MAT 110  Introduction to Probability and Statistics  3
  or
- MAT 230  Probability and Statistics (Calculus-based)  4

Physics Requirement: 4 credits

- PHS 112  General Physics I (Trigonometry-based)  4
  or
- PHS 221  General Physics I (Calculus-based)  4

Electives: 15 credits (at least 2 courses must be 300/400 level)

- BIO 220  Plant Biology  4
- BIO 230  Animal Biology and Physiology  4
- BIO 300  Microbiology  4
- BIO 315  Human Anatomy and Physiology I  4
- BIO 316  Human Anatomy and Physiology II  4
- BIO 320  Ecology  4
- BIO 340  Science Issues and Ethics  4
- BIO 350  Medical Terminology  2
- BIO 415  Biology of Aging  3
- BIO 430  Immunology  3
- BIO 440  Human Gross Anatomy  4
- BIO 497  Biology Teaching Assistant  1 to 4
- CHE 328  Introduction to Biochemistry  4
- KHS 473  Biomechanics  4
Business Major: 40 credits (BA adult; online only)

Program Overview – A major in business is applicable to virtually any industry and will provide the knowledge and skills for students to start their own business. It also provides a broad exposure to all the elements that make an organization function well. The BA program in business provides a general overview of business and is comprised of 10, four-credit courses. Students are encouraged to also complete a minor in a supplementary field.

Required: 40 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>BUS 310</td>
<td>Organizational Behavior</td>
<td>4</td>
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<tr>
<td>BUS 330</td>
<td>Business Economics</td>
<td>4</td>
</tr>
<tr>
<td>BUS 340</td>
<td>Business Analytics I</td>
<td>4</td>
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<tr>
<td>BUS 350</td>
<td>Innovative Marketing and Social Media</td>
<td>4</td>
</tr>
<tr>
<td>BUS 360</td>
<td>Corporate Accounting and Budgeting</td>
<td>4</td>
</tr>
<tr>
<td>BUS 410</td>
<td>Operations and Quality Management</td>
<td>4</td>
</tr>
<tr>
<td>BUS 420</td>
<td>Corporate Finance</td>
<td>4</td>
</tr>
<tr>
<td>BUS 430</td>
<td>Legal and Ethical Environment of Business</td>
<td>4</td>
</tr>
<tr>
<td>BUS 450</td>
<td>Business Analytics II</td>
<td>4</td>
</tr>
<tr>
<td>BUS 490</td>
<td>Business Strategy and Ethics</td>
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</tr>
</tbody>
</table>

Business Finance Major – see Finance Major

Business Management Major: 56 credits (BA traditional)

Program Overview – Students will develop academic credentials as well as leadership, writing and communication skills. They will explore core business principles in marketing, finance, management, law, economics and accounting with an emphasis on international perspectives, environmental sustainability and ethics. Students investigate various dimensions of business decisions by delving into case studies and developing solutions to situations they may face in the business world.

Students must have a C or better in all transferred courses and no more than 8 credits of D in 100 and 200 level courses.

Prerequisites from General Education: 7 credits

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics</td>
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</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
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</tbody>
</table>

Required: 56 credits

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ACC 201</td>
<td>Principles of Accounting I</td>
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<tr>
<td>ACC 202</td>
<td>Principles of Accounting II</td>
<td>4</td>
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<tr>
<td>ECO 102</td>
<td>America in the Global Economy: Microeconomics</td>
<td>4</td>
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<tr>
<td>FIN 301</td>
<td>Corporate Finance I</td>
<td>4</td>
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<tr>
<td>LAW 401</td>
<td>Legal Environment of Business</td>
<td>4</td>
</tr>
<tr>
<td>MAN 201</td>
<td>Business Analytics</td>
<td>4</td>
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<tr>
<td>MAN 301</td>
<td>Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MAN 302</td>
<td>Operations and Quality Management</td>
<td>4</td>
</tr>
<tr>
<td>MAN 310</td>
<td>Managing Team, Communications, Projects</td>
<td>4</td>
</tr>
<tr>
<td>MAN 350</td>
<td>Managing in a Global Economy</td>
<td>4</td>
</tr>
<tr>
<td>MAN 401</td>
<td>Business Strategy and Ethics</td>
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<tr>
<td>MAN 410</td>
<td>Managing Talent, Change and Negotiations</td>
<td>4</td>
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<tr>
<td>MAN 450</td>
<td>Managing Finances and Business Strategy</td>
<td>4</td>
</tr>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
</tbody>
</table>
Business Management Major: 31 credits (BA adult; “mini” program)

Program Overview – The BA in Business Management program prepares students for leadership roles in business and non-profit organizations. It emphasizes applying effective management in real world situations based on sound theory. A problem solving approach is applied using appropriate management tools for specific situations. Efficient management of resources is needed in every organization in today's environment and students learn to think creatively and critically about how to achieve organizational goals. Sustainable, “green” business concepts are integrated into all the courses in the program. A key application of both personal and organizational ethics, stressing the college's stewardship principles, is a theme throughout the program.

This degree completion program has been designed for those students who have either:
1. Completed an AS or an AAS in Business Management, or
2. Completed the following prerequisite courses (or equivalents):
   - Principles of Accounting I
   - Principles of Accounting II
   - College Algebra or Business Math
   - Introduction to Statistics
   - Principles of Marketing
   - Principles of Management
   - Legal Environment of Business
   - America in the Global Economy: Macroeconomics
   - America in the Global Economy: Microeconomics

Required: 31 credits (and in sequence)
- MAN 310 Managing Team, Communication, Projects 4
- MAN 410 Managing Talent, Change, and Negotiations 4
- MAN 201 Business Analytics 4
- MAN 302 Operations and Quality Management 4
- FIN 301 Corporate Finance I 4
- MAN 350 Managing in a Global Economy 4
- MAN 450 Managing Finances and Business Strategy 4
- MAN 435 Applied Ethics 3

Business Organizational Management and Leadership Major – see Organizational Management and Leadership Major

Chemistry Major: (BA traditional and self-designed)

Program Overview – Chemistry coursework at Concordia University gives students a framework of knowledge that allow them to learn and incorporate new facts and concepts as the field evolves. Chemistry students benefit from a low faculty-to-student ratio that allows direct personal attention from faculty who focus primarily on teaching. Students often combine majors and minors in Chemistry, Biology and/or Mathematics to gain breadth and additional depth of knowledge.

NOTE: Contact Dr. Leanne Bakke, Chair of the Department of Science, at (651) 641-8750 or at bakke@cspp.edu for further information.

Chemistry Education/Teaching (Grades 9 –12) Major: 71 credits (BA traditional) With General Science (Grades 5 – 8) optional add-on: 82 credits

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades 5 through 8 science and grades 9 through 12 chemistry. Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education: 16 credits
- BIO 120 Biology I: The Unity of Life 4
- CHE 115 General Chemistry 4
- MAT 135 Calculus I 4
PSY 101  Introduction to Psychology  4

Required - Chemistry Teaching Content Major: 32 credits
2.75 GPA in the following courses is required
CHE 116  General Chemistry II  4
CHE 221  Organic Chemistry I  4
CHE 222  Organic Chemistry II  4
CHE 326  Analytical Chemistry I  4
CHE 327  Analytical Chemistry II  4
CHE 328  Introduction to Biochemistry  4
PHS 221  General Physics I  4
PHS 222  General Physics II  4

Prerequisites to Admission to Teacher Education: 10 credits
ED 201  Introduction to and Foundations of Education  3
  (+15 hours HR Activity)
PSY 220  Adolescent Psychology  4
ED 336  Educational Psychology (+15 hours HR Activity)  3

Prerequisites to Student Teaching: 13 credits
Complete all four Human Relations Activity Reports
ED 330  Human Diversity and Relations (+15 hours HR Activity)  2
ED 347  Effective Secondary Teacher  2
ED 353  Teaching Grades 9 – 12 Science  2
ED 439  The Inclusive Classroom (+15 hours HR Activity)  2
ED 487  Reading Across the Content Areas  3
KHS 470  Health Education for Teachers  2
* ED 346  Effective Middle School Teacher (Gr. 5 – 8 option)  2
* ED 478  Teaching Grades 5 – 8 Science (Gr. 5 – 8 option)  1

Student Teaching
ED 472.03  Student Teaching Grades 9 – 12 Chemistry  16

Grades 5 – 8 General Science add-on (optional): 11 credits
ED 346  Effective Middle School Teacher  2
ED 478  Teaching Grades 5 – 8 Science  1
ESC 320  Physical Geology  4
ESC 340  Astronomy  4

Child Development Major: 42 credits (BA adult; online only)
Program Overview – Learners will articulate developmentally appropriate practices and focus on advocacy and leadership in the field of early education. Courses in the program address the national Association for the Education of Young Children (NAEYC) standards for initial professional preparation.

Prerequisites from General Education: 8 credits
PSY 101  Introduction to Psychology  4
SOC 152  Introduction to Sociology  4

Required: 42 credits (and in sequence)
CHD 400  Introduction to Early Childhood Education  3
CHD 402  Writing for Educators  3
CHD 410  Growth and Development of Children  3
CHD 411  Social and Emotional Growth of Children  3
CHD 422  Human Diversity and Relations  3
CHD 435  Developmentally Appropriate Practices in Early Childhood Education  3
CHD 440  Children's Play and Learning  3
CHD 461  Ethics in Early Childhood  3
CHD 430  Infants and Toddlers  3
CHD 445  Language Development and Emergent Literacy  3
Child Learning and Development Major: 40 credits (BA Traditional)

Program Overview - The Child Learning and Development major focuses on the fundamental processes of child and adolescent development within the contexts of families, schools, peer groups, and larger cultural contexts. The Child Learning and Development major prepares students for a wide range of careers in education, psychology, social work, family medicine, public health, family law, and public policy.

Prerequisites from General Education: 4 credits
PSY 101 Introduction to Psychology 4

Required: 14 to 18 credits
ED 201 Introduction to and Foundations of Education (+15 hours HR Activity) 3
ED 330 Human Diversity and Relations 2
ED 336 Educational Psychology (+15 hours HR Activity) 3
ECE 425 Young Child with Special Needs 2
or
ED 439 The Inclusive Classroom 2
PSY 210 Child Psychology and Development 4
or
PSY 220 Adolescent Psychology 4
or
PSY 215 Child and Adolescent Development for K–12 Educators 4

Electives: Additional upper level coursework (300 or 400) in Education or Psychology to total 40 credits

Christian Ministry Major: 44 credits (72 credits for LCMS certification)

Program Overview - The primary objective of the Christian Ministry major is to equip students for exemplary service in Christian ministry settings in the areas of education and/or outreach.

For Certification in the LCMS as a Director of Christian Education (DCE) or as a Director of Christian Outreach (DCO) add 12 credits of internship and 16 credits for completion of the Confessional Lutheranism minor. Total = 72 credits

Prerequisites from General Education: 19 credits
COM 103 Communication Fundamentals: Interpersonal 4
PSY 101 Introduction to Psychology 4
THL 206 New Testament 3
THL 330 Our Living Faith 4
THL 350 Religions of the World 4

Required: 24 credits
CHM 120 Exploratory Lab in Christian Ministry 1
CHM 266 Formational Models for Christian Ministries 3
CHM 320 A Nurturing Christian Ministry 3
CHM 322 Leadership in Christian Ministry 3
CHM 324 Strategic Approaches in Christian Ministry 3
CHM 326 Healthy Congregational Change 2
CHM 370 Christian Ministry Field Work I 1
CHM 371 Mission of God in Christian Ministry 3
CHM 372 Christian Ministry Field Work II 1
CHM 420 Capstone in Christian Ministry 2
ED 454 Teaching the Faith 2

Christian Education Track: 20 credits
CHM 310  Equipping God's People  3
CHM 312  Youth Ministry  3
CHM 314  Family and Children Ministry  3
CHM 401  Faith Development Across the Lifespan  3
CHM 416  Issues in Christian Education  1
CHM 418  Adult Ministry  3
PSY 215  Child and Adolescent Developmental Psychology for K-12 Educators  4

Christian Outreach Track: 20 credits
CHM 280  Caring Christian Witness  2
CHM 381  Congregational Outreach  3
CHM 382  Congregational Discipleship  3
CHM 384  Entrepreneurial Ministries  3
CHM 472  Living and Working in God's Mission Field  3
CHM 480  Foundations for Urban Ministry  3
CHM 481  Christian Response to Religions of the World  2
CHM 486  Issues in Christian Outreach  1

Required for DCE Certification: 12 credits
CHM 498  DCE Internship I  6
CHM 499  DCE Internship II  6

Completion of Confessional Lutheranism minor: 16 credits
THL 203  Old Testament Narrative  3
THL 241  Church History  3
THL 303  Old Testament II  2
THL 341  Lutheran Confessional Writings  3
THL 422  Christian Ministry and Practice  3
THL 460  Worship for Lutherans  2

Required for DCO Certification: 12 credits
CHM 495  DCO Internship I  6
CHM 496  DCO Internship II  6

Completion of Confessional Lutheranism minor: 16 credits
THL 203  Old Testament Narrative  3
THL 241  Church History  3
THL 303  Old Testament II  2
THL 341  Lutheran Confessional Writings  3
THL 422  Christian Ministry and Practice  3
THL 460  Worship for Lutherans  2

Church Music Major: 46 to 48 credits (BA traditional)
NOTE: Certification as a Director of Parish Music is an additional 25 credits

Program Overview—The Church Music major allows students to pursue music ministry in the area that best suits their interests and talents. Students benefit from one-on-one relationships with highly skilled faculty who are active professional performers, composers and leaders in their professional organizations. Private instrumental and vocal lessons are available from faculty.

Prerequisites
The successful church music major will enter the program with music-reading ability and previous music performance experience and study. The level of each student's abilities and experience will be initially assessed through a music placement survey, auditions for ensembles and placement evaluations by private lesson instructors. Based on this assessment, the student may be required to take one or more of the following courses:

MUS 101  Basic Musicianship  2
MUS 111  Class Piano I  2
MUS 112  Class Piano II  2
MUS 115 Beginning Guitar I 1

Prerequisites from General Education: 2 credits
MUS 120 Listening to Life: Western Classical Music 2
or
MUS 121 Listening to Life: Global and Popular Music 2

Required: 31 to 33 credits
MUS 201 Musicianship I 4
MUS 202 Musicianship II 4
MUS 261 Beginning Conducting 2
MUS 301 Musicianship III 4
MUS 302 Musicianship IV 4
MUS 321 Music History I 3
MUS 322 Music History II 3
MUS 323 Music History III 3
MUS 439 Parish Music Field Experience 2
MUS 713 Jubilate (2 semesters required) 0 to 2
THL 460 Worship for Lutherans 2

Choose one course for the Senior Capstone
MUS 492, MUS 493, MUS 494, or MUS 495 2

Electives: 0 to 6 credits to total 44 to 50 for the major
Electives may be chosen from any music offerings. Up to 2 credits may be drawn from 700-level ensemble courses.
Recommended: MUS 430 History of Sacred Music and/or MUS 431 Congregational Song

Tracks: Choose one (contact Chair of the Music Department, Dr. David Mennicke, at (651) 641-8828 or dmennicke@csp.edu)
- Choral Track: 10 to 18 credits
- Instrumental Track – Guitar: 11 to 15 credits
- Instrumental Track – Organ: 10 to 14 credits
- Instrumental Track – Piano: 11 to 15 credits
- Instrumental Track – Wind, String, Bell, or Percussion: 15 credits
- Theory/Composition Track: 10 credits

Required for Director of Parish Music (DPM) Certification: 25 credits
CHM 120 Exploratory Lab in Christian Ministries 1
CHM 266 Formational Models for Christian Ministries 3
Confessional Lutheranism Minor 21

Additional Requirements: Students must attend two recitals or concerts per year and document such in their Music Portfolio. The Portfolios should be submitted for review each year by November 1 to the Chair of the Music Department. A minimum of a 2.5 GPA is required in music coursework.

Communication Arts and Literature Education/Teaching Major (Grades 5 –12): 87 credits (BA traditional)

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades 5 through 12 communication arts and literature. Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education: 8 credits
COM 103 Communication Fundamentals: Interpersonal 4
PSY 101 Introduction to Psychology 4

Required: 45 credits
COM 212 Public Speaking and Performance 4
COM 222 Mass Communication 4
ENG 324 Teaching Writing 1:1 2

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Concordia University, St. Paul, Minnesota
ENG 330  Young Adult Literature  2  
ENG 338  History and Principles of the English Language  4  
ENG 369  Shakespeare  4  
ENG 440  Literary Theory  4  
ENG 490  Seminar in Literature  4  
ENG 499  Framing the Literary Tradition  1  

Choose one course in each pairing

ENG 221  Journalism  4  
or  
ENG 420  Persuasive Writing on Contemporary Issues  4  
ENG 365  British Literature I  4  
or  
ENG 366  British Literature II  4  
ENG 375  World Literature I  4  
or  
ENG 376  World Literature II  4  
ENG 385  American Literature I  4  
or  
ENG 386  American Literature II  4  

Prerequisites to Admission to Teacher Education: 10 credits
ED 201  Introduction to and Foundations of Education (+15 hours HR Activity)  3  
PSY 220  Adolescent Psychology  4  
ED 336  Educational Psychology (+15 hours HR Activity)  3  

Prerequisites to Student Teaching: 16 credits
Complete content major with 2.75 content GPA  
Complete all four Human Relations Activity Reports  
ED 330  Human Diversity and Relations (+15 hours HR Activity)  2  
ED 346  Effective Middle School Teacher  2  
ED 347  Effective Secondary Teacher  2  
ED 355  Teaching 9–12 Communication Arts/Literature  2  
ED 439  The Inclusive Classroom (+15 hours HR Activity)  2  
ED 477  Teaching Grades 5–8 Communication Arts/Literature  1  
ED 487  Reading Across the Content Areas  3  
KHS 470  Health Education for Teachers  2  

Student Teaching: 16 credits
ED 472.01  Student Teaching Grades 5–12 Communication Arts/Literature  16  

Communication Studies Major: 44 – 45 credits (BA traditional)
Program Overview – Communication is essential to any career, and Communication majors are uniquely prepared to engage the challenges of new and rapidly changing media and modes of communication. Grounded in the liberal arts, the Communication Studies program addresses interpersonal, public, group, family, organizational, intercultural, and mediated communication. The internship is designed to prepare graduates for thoughtful and informed entry into the careers of choice.

Prerequisites from General Education: 4 credits
COM 103  Communication Fundamentals  4  

Required: 35 credits
COM 205  Group Communication and Facilitation  3  
COM 212  Public Speaking and Performance  4  
COM 222  Mass Communication  4
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 223</td>
<td>Broadcast Production</td>
<td>1</td>
</tr>
<tr>
<td>COM 309</td>
<td>Intercultural Communication</td>
<td>4</td>
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<tr>
<td>COM 403</td>
<td>Family Communication</td>
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<tr>
<td>COM 442</td>
<td>Communication Theory and Analysis: Interpersonal</td>
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<td>COM 443</td>
<td>Communication Theory and Analysis: Persuasion</td>
<td>3</td>
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<td>COM 444</td>
<td>Communication Research Methods</td>
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<td>COM 478</td>
<td>Organizational Communication</td>
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<tr>
<td>ENG 221</td>
<td>Journalism</td>
<td>4</td>
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<td>or</td>
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<tr>
<td>ENG 420</td>
<td>Writing Persuasively on Contemporary Issues</td>
<td>4</td>
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Required: 9 or 10-credit track. Choose 9 or 10 credits in one of the following tracks;
COM 498 counts as 3 to 4 credits of the track

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<tr>
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<td>Communication Internship</td>
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Communication Technology (5 or 6 additional credits)
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<td>ART 103</td>
<td>3D Design</td>
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<td>ART 141</td>
<td>Photography I</td>
<td>3</td>
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<td>ART 202</td>
<td>Digital Art I</td>
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<td>ART 203</td>
<td>Digital Art II</td>
<td>3</td>
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<tr>
<td>ART 241</td>
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<tr>
<td>ART 341</td>
<td>Photography III</td>
<td>2</td>
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<tr>
<td>COM 224</td>
<td>Introduction to Video Production</td>
<td>3</td>
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<tr>
<td>COM 322</td>
<td>History of Film and Television</td>
<td>3</td>
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<tr>
<td>COM 323</td>
<td>TV Producer Practicum</td>
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<td>COM 324</td>
<td>Intermediate Video Post-Production</td>
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<td>COM 327</td>
<td>Electronic News Gathering</td>
<td>3</td>
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<td>COM 424</td>
<td>Video Production Capstone</td>
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Family Communication (6 additional credits)
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<tr>
<td>FAS 300</td>
<td>Methods and Materials of Family Education</td>
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<td>FAS 400</td>
<td>Family Systems, Structures, and Relationships</td>
<td>4</td>
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<td>PSY 240</td>
<td>Psychology and Family on Video</td>
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Intercultural Communication (6 additional credits)
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<td>Intercultural Communication Seminar</td>
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<td>HIS 339</td>
<td>Race and Ethnicity in American History</td>
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<tr>
<td>SOC 358</td>
<td>Minority Groups</td>
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<tr>
<td>THY 473</td>
<td>Cross-Cultural Outreach</td>
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Professional Communication (6 additional credits)
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<td>Interviewing for the Professional</td>
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<td>COM 364</td>
<td>The Job Interview</td>
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<tr>
<td>COM 445</td>
<td>Communication Ethics</td>
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<tr>
<td>PSY 380</td>
<td>Research Methods with Statistical Applications</td>
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Public Relations and Marketing (5 or 6 additional credits)
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<tr>
<td>ART 141</td>
<td>Photography I</td>
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<tr>
<td>ART 241</td>
<td>Photography II</td>
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<tr>
<td>COM 363</td>
<td>Interviewing for the Professional</td>
<td>2</td>
</tr>
<tr>
<td>COM 364</td>
<td>The Job Interview</td>
<td>2</td>
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<tr>
<td>MAN 301</td>
<td>Organizational Behavior and Human Resources Management</td>
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<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
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<tr>
<td>MAR 312</td>
<td>Consumer Behavior and Marketing Communications</td>
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</table>

Sports Information (5 or 6 additional credits)
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 363</td>
<td>Interviewing for the Professional</td>
<td>3</td>
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</tbody>
</table>
COM 364  The Job Interview  2
KHS 375  Sociology of Sport and Exercise  3
KHS 435  Sport Psychology  4

Writing (5 or 6 additional credits; ENG 221 and ENG 420 cannot count twice)
ENG 220  Applied Grammar  2
ENG 221  Journalism  4
ENG 222  Journalism Practicum  1 to 4
ENG 227  Column Writing  2
ENG 228  Review Writing  2
ENG 320  Writing in the Workplace  2
ENG 325  Creative Writing  4
ENG 326  Topics in Writing  2
ENG 420  Writing Persuasively on Contemporary Issues  4

Community Arts Major: 44 credits (BA traditional)

Program Overview – A unique major, Concordia developed the Community Arts major as the second of its type in the country. It combines art fields and sociology/social justice concepts to help students understand how to use the arts to foster community development. As part of this major, students partake in internships with non-profit arts organizations. In addition grant writing and legal issues are addressed to help students learn about this important field of public arts.

Prerequisites from General Education: 2 credits
ART 101  Approaching Art  2

Required: 30 credits
ART 102  2-D Design  2
ART 103  3-D Design  2
ART 111  Drawing I  3
ART 121  Painting I  3
ART 161  Ceramics I  3
ART 300  Community Arts  4
ART 472  19th and 20th Century Art and Design  4
ART 498  Community Arts Internship  8
ART 499  Professionalism and Exhibition  1

One of the following: 3 credits
ART 141  Photography I  3
ART 202  Digital Art I  3
ART 232  Screen Printmaking  3

One of the following: 3 credits
ART 271  Art of Mexico  3
ART 272  Art of Asia  3
ART 273  Ethnographic Art  3

Electives: 8 additional credits
ART 151  Sculpture I  3
ART 211  Figure Drawing  3
ART 221  Painting II  3
ART 231  Relief Printmaking  3
ART 241  Photography II  3
ART 251  Sculpture II  3
ART 261  Ceramics II  3
ART 302  Digital Art II  3
ART 333  Intaglio Printmaking  3
ART 370  Mexican Art and Culture  2
ART 431  Mixed Media Graphics  3
ART 435  Advanced Printmaking  4
ART 441  Advanced Photography  2
ART 498  Community Arts Internship  4
THR 111/112  Theatre in Practice I/II  1 to 3
THR 201  Dance for Musical Theatre  2
THR 203  Creative Dramatics  2
THR 251  Stagecraft  4
THR 356  Costume Design  4

Community Health Science Major: 47 credits (BA traditional)

Program Overview – Students in the Community Health Science program will:
  • Become effective wellness managers and leaders
  • Understand the social, environmental, and political influencers on the health of individuals and populations
  • Apply classroom learning to current public health issues and develop strategies to improve health status for individuals and populations
  • Develop problem-solving and decision-making skills within the health field
  • Develop written and oral communication skills, specifically as it relates to effective communication practices with diverse cultures and age ranges within the context of public health
  • Gain a foundational knowledge which can be applied to many public and community health settings
  • Prepare for future master’s level educational programs, including a master of public health (MPH) degree

Required: 47 credits
  COM 309  Intercultural Communication (prerequisite COM 103 or SOC 212)  4
  KHS 125  Introduction to Kinesiology  1
  KHS 220  Epidemiological Foundations and Research  4
  KHS 250  Media, Technology, Health and Your Environment  2
  KHS 300  Applied Nutrition  3
  KHS 310  Drug Education  2
  KHS 320  Human Life Experience  3
  KHS 400  Health Psychology  3
  KHS 410  Health Methods and Strategies  2
  KHS 420  Program Administration  2
  KHS 474  Exercise Physiology  4
  KHS 490  Senior Seminar  1
  KHS 498  Senior Professional Seminar  12
  SOC 451  Social Psychology (prerequisite PSY 101 or SOC 152)  4

Criminal Justice Major: 44 credits (BA traditional)

Program Overview – Students have the opportunity to explore the criminal justice system within the realm of social and behavioral science. The knowledge and expertise of the faculty, small classes and individual attention allow students to develop a deep understanding of the subject matter. Some key topics in the coursework include juvenile justice, community policing, the judicial process, and criminal law. The educational outcomes in combination with the internship experience prepare students to enter a career of choice or graduate school.

Required: 32 credits
  SOC 152*  Introduction to Sociology  4
  SOC 256*  Introduction to Criminal Justice  4
  SOC 351*  Juvenile Justice  4
  SOC 352*  Police and Community  4
  SOC 357  Class and Community  4
  SOC 498  Criminal Justice Internship  12

Electives: choose 12 credits from among the following
  PSY 101*  Introduction to Psychology  4
  PSY 360*  Abnormal Psychology  4
  SOC 253*  Marriage and the Family  4
  SOC 258  Careers in Criminal Justice and Private Security  2
  SOC 325*  Minnesota Criminal Codes and Statutes  2
  SOC 354  Sociology of Law  4
  SOC 358*  Minority Groups  4
  SOC 359  Social Welfare as an Institution  4
SOC 451  Social Psychology  4
SOC 452  Social Organization  4

*These courses are required for students preparing to enter the professional law enforcement certificate program and who plan to take the licensing examination for law enforcement positions in Minnesota. Students may choose either PSY 101 or PSY 360.

**Program meets requirements from Minnesota POST Board certification. The certificate program also requires that students complete the following two general education courses:
   COM 103 Communication Fundamentals
   ENG 120 College Writing
   First Responder or other approved first aid course

Criminal Justice Major: 40 credits (BA adult)
Program Overview - This program's objective is to enhance interest, experience, and knowledge in the field of criminal justice. Professionalism, ethics, and leadership remain central themes throughout the program. Individual and organizational dynamics are explored from a "systems thinking" perspective, focusing on criminal justice. The study of history, research, and trends impacting the criminal justice system are examined as they interrelate with a changing society. This program is designed for students working in the criminal justice field who desire to improve the work they do, to position themselves for promotional opportunities, and to facilitate life transition.

NOTE: This degree program is not intended for Minnesota peace officer licensure, but will qualify for continuing education credits where accepted.

Required: 40 credits (and in sequence)
CJU 402  Returning Student Seminar for Criminal Justice  4
CJU 422  Information Literacy in Criminal Justice  4
CJU 437  Systems Thinking in Criminal Justice  4
CJU 452  Constitutional Law for Criminal Justice  4
CJU 451  Diversity in Criminal Justice  4
CJU 435  Philosophy of Values and Ethics  4
CJU 431  Inside the Criminal Mind  4
CJU 453  Troubled Youth in the Criminal Justice Corrections System  4
CJU 455  Contemporary Issues in Criminal Justice  4
CJU 490  Criminal Justice Portfolio  4

Design Major: 45 credits (BA traditional)
Program Overview - The Design major is the newest program in Concordia's Department of Art. An extremely flexible degree, students will be prepared for a variety of careers in the commercial or applied arts world. The program combines basic design and digital art making knowledge with specific learning opportunities in the greater Twin Cities community, allowing students to explore and discover their areas of interest.

Prerequisite from General Education: 2 credits
ART 101  Approaching Art  2

Required: 26 credits
ART 102  2-D Design  3
ART 103  3-D Design  3
ART 105  Color Theory  3
ART 111  Drawing I  3
ART 141  Photography I  3
ART 212  Illustration  3
ART 282  Graphic Design I  3
ART 472  19th and 20th Century Art and Design  4
ART 499  Senior Seminar  1

Electives: to total 45 credits
Required for Graphic Design Track
ART 382 Graphic Design II 3
ART 441 Advanced Photography 2
ART 482 Graphic Design III 4
ART 483 Web Design 3
ART 498 Design Internship 3

Other Electives
ART 202 Digital Art I 3
ART 302 Digital Art II 3
ART 241 Photography II 3
ART 332 Screen Printmaking 3
ART 334 Lithography 3
ART 341 Photography III 3
ART 431 Mixed Media Graphics 3
ART 435 Advanced Printmaking 4
ART 481 Topics in Art: ________ 2 to 4
ART 491 Theories in Contemporary Art 3
MAR 301 Principles of Marketing 4
THR 251 Stagecraft 4
THR 253 Makeup for the Stage 2
THR 270 Computer Assisted Design 3
THR 355 Scenic Design 4
THR 356 Costume Design 4
THR 357 Lighting and Sound 4
ART 498 Mentored Study 1 to 4

Off campus courses may be a part of the elective credits and may be in one or more of the following areas:
Advertising, Animation, Digital Photography, Fashion, Furniture, Landscape, Layout, Typography, Web Design, etc.

Director of Christian Education – see Christian Ministry Major

Director of Christian Outreach – see Christian Ministry Major

Director of Parish Music – see Church Music Major

Early Childhood Education/Teaching Major (Birth – Grade 3): 64 credits (BA Traditional)
Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for children birth through grade 3. Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education: 7 credits
MAT 200 Foundations of Elementary Mathematics 3
PSY 101 Introduction to Psychology 4

Required: 64 credits
Prerequisites to Admission to Teacher Education: 10 credits
ED 201 Introduction to and Foundations of Education (+15 hours of HR Activity) 3
PSY 210 Child Psychology and Development 4
ED 336 Educational Psychology (+15 hours HR Activity) 3

Birth Through Grade 3 Practicum Block: 11 credits
ECE 325 Education of Infants and Toddlers 3
ED 371.01 Birth – Grade 3 Practicum 4
FAS 400 Family Systems, Structures and Relationships 4
Prerequisites to Student Teaching: 27 credits
Complete all four Human Relations Activity Reports
ECE 321 Pre-Primary Education 3
ECE 324 Language Development and Emergent Literacy 3
ECE 326 Building Primary Classrooms 4
ECE 425 Young Child with Special Needs (+15 hours HR activity) 2
ECE 427 Authentic Assessment and Guidance in ECE 2
ED 330 Human Diversity and Relations (+15 hours HR Activity) 2
ED 342 Teaching Literacy 4
ED 345 Effective Elementary Teacher 2
ED 360 Content and Methods of Mathematics 3
KHS 470 Health Education for Teachers 2

Student Teaching: 16 credits
ED 471.01 Student Teaching Birth - Grade 3 16

Elementary Education/Teaching Major (Grades K – 6): 57 credits (BA traditional)

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades kindergarten through 6. Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education: 18 to 23 credits
ART 101 Approaching Art 2
BIO 100 (3 cr.) or BIO 120 (4 cr.) and BIO 130 (4 cr.) 3 or 8
ESC 160 Earth Science 4
MAT 200 Foundations of Elementary Mathematics 3
MUS 120 Listening to Life: Western Classical Music
PSY 101 Introduction to Psychology 4

Required: 57 credits
Prerequisites to Admission to Teacher Education: 10 credits
ED 201 Introduction to and Foundations of Education (+15 hours HR Activity) 3
PSY 210 Child Psychology and Development 4
ED 336 Educational Psychology (+15 hours HR Activity) 3

Prerequisites to Practicum Block: 13 credits
ECE 323 Kindergarten Methods 2
ECE 324 Language Development and Emergent Literacy 3
ED 330 Human Diversity and Relations (+15 hours HR Activity) 2
ED 345 Effective Elementary Teacher 2
ECE 425 Young Child with Special Needs (+15 hours HR Activity) 2
or
ED 439 The Inclusive Classroom (+15 hours HR Activity) 2
KHS 470 Health Education for Teachers 2

Practicum Block (Prerequisite: Admission to Teacher Education): 18 credits
ED 342 Teaching Literacy 4
ED 356 Teaching Elementary Science and Environ. Education 3
ED 357 Teaching Elementary Social Studies 2
ED 360 Content and Methods for K – 6 Mathematics 3
ED 446 Teaching of Elementary Music 1
ED 447 Teaching of Elementary Art 1
ED 448 Teaching Methods in Elem/MS Movement Education 1
ED 371.02 K – 6 Practicum 3

Student Teaching: 16 credits
Elementary Education/Teaching with Middle Level Specialty in Communication Arts/Literature (Grades K – 8) Major: 78 credits (BA Traditional)

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades kindergarten through 6, all subjects, and grades 5 through 8 in communication arts and literature. Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education: 18 to 23 credits

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<td>BIO 100 (3 cr.) or BIO 120 (4 cr.) and BIO 130 (4 cr.)</td>
<td>3, 4 or 8</td>
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<td>ESC 160</td>
<td>Earth Science</td>
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<tr>
<td>MAT 200</td>
<td>Foundations of Elementary Mathematics</td>
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<tr>
<td>MUS 120</td>
<td>Listening to Life: Western Classical Music</td>
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<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
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Required: 78 credits

Prerequisites to Admission to Teacher Education: 10 credits

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<td>ED 201</td>
<td>Introduction to and Foundations of Education (+15 hours HR Activity)</td>
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<tr>
<td>PSY 210</td>
<td>Child Psychology and Development</td>
<td>4</td>
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<tr>
<td>ED 336</td>
<td>Educational Psychology (+15 hours HR Activity)</td>
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Prerequisites to Practicum Block: 13 credits

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<td>ECE 324</td>
<td>Language Development and Emergent Literacy</td>
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<td>ED 330</td>
<td>Human Diversity and Relations (+15 hours HR Activity)</td>
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<tr>
<td>ED 345</td>
<td>Effective Elementary Teacher</td>
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<tr>
<td>ECE 425</td>
<td>Young Child with Special Needs (+15 hours HR Activity)</td>
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<td>or</td>
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<tr>
<td>ED 439</td>
<td>The Inclusive Classroom (+15 hours HR Activity)</td>
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<td>KHS 470</td>
<td>Health Education for Teachers</td>
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Practicum Block (Prerequisite: Admission to Teacher Education): 18 credits

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<td>ED 356</td>
<td>Teaching Elementary Science and Environmental Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 357</td>
<td>Teaching Elementary Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>ED 360</td>
<td>Content and Methods for K – 6 Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ED 446</td>
<td>Teaching of Elementary Music</td>
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</tr>
<tr>
<td>ED 447</td>
<td>Teaching of Elementary Art</td>
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<tr>
<td>ED 448</td>
<td>Teaching Methods in Elem/MS Movement Education</td>
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<tr>
<td>ED 371.02</td>
<td>K – 6 Practicum</td>
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Student Teaching: 16 credits

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ED 471.05</td>
<td>Student Teaching K – 6</td>
<td>16</td>
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Specialty in Middle Level Communication Arts/Literature: 19 credits (2.5 GPA required in specialty)

<table>
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<th>Course</th>
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<tr>
<td>COM 212</td>
<td>Public Speaking and Performance</td>
<td>4</td>
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<td>COM 222</td>
<td>Mass Communication</td>
<td>4</td>
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<tr>
<td>ED 346</td>
<td>Effective Middle School Teacher</td>
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<tr>
<td>ED 477</td>
<td>Teaching Grades 5 – 8 Communication Arts and Literature</td>
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<tr>
<td>ENG 3xx</td>
<td>One 300 Level Literature Class</td>
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<tr>
<td>ENG 324</td>
<td>Teaching Writing 1:1</td>
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<tr>
<td>ENG 330</td>
<td>Young Adult Literature</td>
<td>2</td>
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</tbody>
</table>
Elementary Education/Teaching with Middle Level Specialty in Mathematics (K-8): 80 to 81 credits (BA Traditional)

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades kindergarten through 6, all subjects, and grades 5 through 8 in mathematics. Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education: 13 to 24 credits
- BIO 100 (3 cr.) or BIO 120 (4 cr.) and BIO 130 (4 cr.) 3 or 8
- ESC 120 (2 cr.), ESC 320 (4 cr.) or ESC 140 (2 cr.) or ESC 340 (4 cr.) 2 or 4
- PHS 111 (4 cr.) or CHE 110 (4 cr.) or CHE 141 (4 cr.) or PHS 221 (4 cr.) and PHS 222 (4 cr.) 4 or 8
- PSY 101 Introduction to Psychology 4

Required: 80 to 81 credits

Prerequisites to Admission to Teacher Education: 10 credits
- ED 201 Introduction to and Foundations of Education (+15 hours HR Activity) 3
- PSY 210 Child Psychology and Development 4
- ED 336 Educational Psychology (+15 hours HR Activity) 3

Prerequisites to Practicum Block: 13 credits
- ECE 323 Kindergarten Methods 2
- ECE 324 Language Development and Emergent Literacy 3
- ED 330 Human Diversity and Relations (+15 hours HR Activity) 2
- ED 345 Effective Elementary Teacher 2

or
- ECE 425 Young Child with Special Needs (+15 hours HR Activity) 2
- ED 439 The Inclusive Classroom (+15 hours HR Activity) 2
- KHS 470 Health Education for Teachers 2

Practicum Block (Prerequisite: Admission to Teacher Education): 18 credits
- ED 342 Teaching Literacy 4
- ED 356 Teaching Elementary Science and Environmental Education 3
- ED 357 Teaching Elementary Social Studies 2
- ED 360 Content and Methods for K – 6 Mathematics 3
- ED 446 Teaching of Elementary Music 1
- ED 447 Teaching of Elementary Art 1
- ED 448 Teaching Methods in Elem/MS Movement Education 1
- ED 371.02 K – 6 Practicum 3

Student Teaching
- ED 471.05 Student Teaching K – 8 16

Specialty in Middle Level Mathematics: 13 to 14 credits + general education course
(2.5 GPA required in specialty)
- MAT 110 Probability and Statistics 3
- MAT 230 Probability and Statistics (Calculus-based) 4
- MAT 200 Foundations of Elementary Mathematics (if not taken above as a General Education) 3
- MAT 135 Calculus 4
- MAT 220 Discrete Mathematics 3
- MAT 305 Foundations of Geometry 3
Elementary Education/Teaching with Middle Level Specialty in Science (Grades K – 8): 77 to 85 credits (BA Traditional)

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades kindergarten through 6, all subjects, and grades 5 through 8 in general science. Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education: 13 to 24 credits
- BIO 100 (3 cr.) or BIO 120 (4 cr.) and BIO 130 (4 cr.) 3 or 8
- ESC 120 (2 cr.), ESC 320 (4 cr.) or ESC 140 (2 cr.) or ESC 340 (4 cr.) 2 or 4
- PHS 111 (4 cr.) or CHE 110 (4 cr.) or CHE 141 (4 cr.) or PHS 221 (4 cr.)
  and PHS 222 (4 cr.) 4 or 8
- PSY 101 Introduction to Psychology 4

Required: 77 to 85 credits

Required: 77 to 85 credits

Prerequisites to Admission to Teacher Education: 10 credits
- ED 201 Introduction to and Foundations of Education (+15 hours HR Activity) 3
- PSY 210 Child Psychology and Development 4
- ED 336 Educational Psychology (+15 hours HR Activity) 3

Prerequisites to Practicum Block: 13 credits
- ECE 323 Kindergarten Methods 2
- ECE 324 Language Development and Emergent Literacy 3
- ED 330 Human Diversity and Relations (+15 hours HR Activity) 2
- ED 345 Effective Elementary Teacher 2
- ECE 425 Young Child with Special Needs (+15 hours HR Activity) 2
  or
- ED 439 The Inclusive Classroom (+15 hours HR Activity) 2
- KHS 470 Health Education for Teachers 2

Practicum Block (Prerequisite: Admission to Teacher Education): 18 credits
- ED 342 Teaching Literacy 4
- ED 356 Teaching Elementary Science and Environ. Education 3
- ED 357 Teaching Elementary Social Studies 2
- ED 360 Content and Methods for K – 6 Mathematics 3
- ED 446 Teaching of Elementary Music 1
- ED 447 Teaching of Elementary Art 1
- ED 448 Teaching Methods in Elem/MS Movement Education 1
- ED 371.02 K – 6 Practicum 3

Student Teaching: 16 credits
- ED 471.05 Student Teaching K – 8 16

Specialty in Middle Level Science: 20 to 28 credits
(2.5 GPA required in specialty)
- BIO 130 Biology II: Diversity of Life 4
- CHE 110 or CHE 115 and CHE 116 4 or 8
- ESC 340 Astronomy 4
- ESC 320 Physical Geology 4
- PHS 111 or PHS 112 and PHS 113 or PHS 221 and PHS 222 4 or 8
Elementary Education/Teaching with Middle Level Specialty in Social Studies (Grades K – 8):
79 credits (BA Traditional)

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades kindergarten through 6, all subjects, and grades 5 through 8 in general science. Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education: 13 to 24 credits

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<td>ESC 320 (4 cr.) or ESC 140 (2 cr.) or ESC 340 (4 cr.)</td>
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<td>PHS 111</td>
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<td>CHE 110 (4 cr.) or CHE 141 (4 cr.) or PHS 221 (4 cr.) and PHS 222 (4 cr.)</td>
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<td>PSY 101</td>
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Required: 60 credits

Prerequisites to Admission to Teacher Education: 8 credits

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<td>PSY 210</td>
<td>Child Psychology and Development</td>
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<td>ED 336</td>
<td>Educational Psychology (+ 15 hours HR Activity)</td>
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Prerequisites to Practicum Block: 4 credits

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<td>ED 330</td>
<td>Human Diversity and Relations (+ 15 hours HR Activity)</td>
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<td>ED 345</td>
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Practicum Block (Prerequisite: Admission to Teacher Education): 19 credits

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<tr>
<td>ED 342</td>
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<td>ED 357</td>
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<td>Content and Methods for K – 6 Mathematics</td>
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<td>ED 448</td>
<td>Teaching Methods in Elem/MS Movement Education</td>
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<td>ED 371.02</td>
<td>PK – 6 Practicum</td>
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Prerequisites to Student Teaching: 10 credits

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ED 346</td>
<td>Effective Middle School Teacher</td>
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<tr>
<td>ED 439</td>
<td>The Inclusive Classroom (+ 15 hours HR Activity)</td>
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<td>ED 477</td>
<td>Teaching Grades 5 – 8 Social Studies</td>
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<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas</td>
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<td>KHS 470</td>
<td>Health Education for Teachers</td>
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Student Teaching: 16 credits

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<tbody>
<tr>
<td>ED471.05</td>
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<td>Student Teaching K – 8</td>
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Specialty in Middle Level Social Studies: 20 credits (2.5 GPA required)

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<tbody>
<tr>
<td>GE 101</td>
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<td>HIS 212</td>
<td>Introduction to History</td>
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<td>HIS 231</td>
<td>United States to 1877</td>
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<td>HIS 233</td>
<td>United States since 1877</td>
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<td>HIS 320</td>
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<td>POL 131</td>
<td>American Government</td>
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<tr>
<td>SOC 152</td>
<td>Introduction to Sociology</td>
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Education – Teaching Licensure Programs
Chemistry Education/Teaching Major (Grades 9-12)
Chemistry Education/Teaching Major (Grades 9-12) with Middle School General Science Specialty (Grades 5-8)
Communication Arts and Literature Education/Teaching Major (Grades 5-12)
Early Childhood Education/Teaching Major (Birth – Grade 3)
Elementary Education/Teaching Major (Grades K-6)
English as a Second Language Education/Teaching Major (Grades K-12)
Health Education/Teaching Major (Grades 5-12)
Kindergarten Endorsement
Life Science Education/Teaching Major (Grades 9-12)
Lutheran Classroom Teacher (certification) – see Confessional Lutheranism Minor
Mathematics Education/Teaching Major (Grades 9-12)
Middle School Specialties (Grades 5-8) – Communication Arts and Literature, Mathematics, General Science, or Social Studies
Music Education/Teaching Major – Instrumental and/or Vocal (Grades K-12)
Parent and Family Education/Teaching Major
Physical Education /Teaching Major (K-12) and Health Education/Teaching Major (Grades 5 – 12); combined Major
Post-Baccalaureate Licensure
Pre-Primary Education/Teaching Endorsement (Age 3 – Pre-Kindergarten)
Science (General) Education/Teaching (Grades 5-8)
Secondary Education/Teaching – see specific subject matter
Social Studies Education/Teaching Major (Grades 5-12)
Special Education/Teaching Major (Grades K-12) – at graduate level (Learning Disabilities and/or Emotional Behavior Disorders)
Visual Art Education/Teaching Major (Grades K-12)

English with an Emphasis in Creative Writing major: 41 credits (BA traditional)
Program Overview – In the English major, students will gain broad-based knowledge of literature from all periods and from around the world. They will learn to write clearly and persuasively, think independently, create original ideas, present alternative viewpoints and solve problems. Concordia University students develop these skills by working closely with knowledgeable faculty dedicated to relationship-based education through discussion, debate, course presentations, one-on-one consultations with professors and supervised writing projects. Students have many opportunities to apply the skills learned in the classroom to practical hands-on situations, such as writing for The Sword student newspaper, tutoring students in the Writing Center, student teaching or gaining internship experience at a local business. Creative Writing is one of the three areas of emphasis available to students.

Prerequisites from General Education: 12 credits
- COM 103 Communication Fundamentals: Interpersonal  
  or  
- COM 211 Public Speaking and Performance  
- ENG 120 College Writing  
- ENG 155 Introduction to Literature

Required: 35 to 37 credits
- ENG 220 Applied Grammar  
- ENG 325 Creative Writing  
- ENG 420 Persuasive Writing on Contemporary Issues  
- ENG 498 Internship in English 2 to 4  
- ENG 499 Framing the Literary Tradition 1

Choose one course in each pairing
- ENG 324 Teaching Writing 1:1  
  or  
- ENG 338 History and Principles of the English Language 2
ENG 365 or British Literature I 4
ENG 366 British Literature II 4
ENG 375 World Literature I 4
ENG 376 World Literature II 4
ENG 385 American Literature I 4
ENG 386 American Literature II 4
ENG 440 Literary Theory 4
ENG 490 Seminar in Literature 4
ENG 488 Independent Study (Creative Writing II; meets concurrently with ENG 325) 4
ENG 326 Topics in Writing (must take twice) 2 and 2

Electives: Enough to reach a total of 41 credits but only 4 credits may be taken outside of the English department.
Any 200 level or above course in English not already taken
Any 200 level or above course in Art, Music, or Theatre

English with Emphasis in Journalism major: 41 credits (BA traditional)

Program Overview – In the English major, students will gain broad-based knowledge of literature from all periods and from around the world. They will learn to write clearly and persuasively, think independently, create original ideas, present alternative viewpoints and solve problems. Concordia University students develop these skills by working closely with knowledgeable faculty dedicated to relationship-based education through discussion, debate, course presentations, one-on-one consultations with professors and supervised writing projects. Students have many opportunities to apply the skills learned in the classroom to practical hands-on situations, such as writing for The Sword student newspaper, tutoring students in the Writing Center, student teaching or gaining internship experience at a local business. Journalism is one of the three areas of emphasis available to students.

Prerequisites from General Education: 12 credits
COM 103 Communication Fundamentals: Interpersonal 4
or
COM 211 Public Speaking and Performance 4
ENG 120 College Writing 4
ENG 155 Introduction to Literature 4

Required: 37 to 39 credits
ENG 220 Applied Grammar 2
ENG 221 Journalism 4
ENG 222 Journalism Practicum (1 credit and must take twice) 1 and 1
ENG 227 Column Writing 2
ENG 228 Review Writing 2
ENG 420 Persuasive Writing on Contemporary Issues 4
ENG 498 Internship in English 2 to 4
ENG 499 Framing the Literary Tradition 1

Choose one course in each pairing
ENG 324 Teaching Writing 1:1 2
ENG 325 Creative Writing 4
ENG 338 History and Principles of the English Language 2
or

ENG 326  Topics in Writing (2 credits and must take twice)  2 and 2

ENG 365  British Literature I  4

or

ENG 366  British Literature II  4

ENG 375  World Literature I  4

or

ENG 376  World Literature II  4

ENG 385  American Literature I  4

or

ENG 386  American Literature II  4

Electives: Enough to reach a total of 41 credits but only 4 credits may be taken outside of the English department.

Any 200 level or above course in English not already taken
Any 200 level or above Political Science of History course

ART 282  Graphic Design I  3
ART 483  Web Design  3
ART 441  Digital Photography  2
COM 327  Television News Gathering  3
COM 322  History of Film and Television  3
COM 224  Introduction to Video Production  3

English with Emphasis in Literature major: 41 credits (BA traditional)

Program Overview - In the English major, students will gain broad-based knowledge of literature from all periods and from around the world. They will learn to write clearly and persuasively, think independently, create original ideas, present alternative viewpoints and solve problems. Concordia University students develop these skills by working closely with knowledgeable faculty dedicated to relationship-based education through discussion, debate, course presentations, one-on-one consultations with professors and supervised writing projects. Students have many opportunities to apply the skills learned in the classroom to practical hands-on situations, such as writing for The Sword student newspaper, tutoring students in the Writing Center, student teaching or gaining internship experience at a local business. Literature is one of the four areas of emphasis available to students.

Prerequisites from General Education: 12 credits

COM 103  Communication Fundamentals  4

or

COM 211  Public Speaking and Performance  4

ENG 120  College Writing  4
ENG 155  Introduction to Literature  4

Required: 37 to 39 credits

ENG 220  Applied Grammar  2
ENG 369  Shakespeare  4
ENG 420  Persuasive Writing on Contemporary Issues  4
ENG 440  Literary Theory  4
ENG 490  Seminar in Literature  4
ENG 498  Internship in English  2 to 4
ENG 499  Framing the Literary Tradition  1

Choose one course in each pairing

ENG 221  Journalism  4

or

ENG 325  Creative Writing  4
### ENG 365  British Literature I  4  

**or**  

### ENG 366  British Literature II  4  

### ENG 375  World Literature I  4  

**or**  

### ENG 376  World Literature II  4  

### ENG 385  American Literature I  4  

**or**  

### ENG 386  American Literature II  4  

**Electives:** Enough to reach a total of 41 credits  

One of the Literature courses above that has not been taken:  

ENG 365, ENG 366, ENG 375, ENG 376, ENG 385, or ENG 386  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>ENG 221</td>
<td>Journalism</td>
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<tr>
<td>ENG 227</td>
<td>Column Writing</td>
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<td>ENG 228</td>
<td>Review Writing</td>
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<td>ENG 320</td>
<td>Writing in the Workplace</td>
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<tr>
<td>ENG 324</td>
<td>Teaching Writing 1:1</td>
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<tr>
<td>ENG 325</td>
<td>Creative Writing</td>
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</tr>
<tr>
<td>ENG 326</td>
<td>Topics in Writing</td>
<td>2</td>
</tr>
<tr>
<td>ENG 330</td>
<td>Young Adult Literature</td>
<td>2</td>
</tr>
<tr>
<td>ENG 338</td>
<td>History and Principles of the English Language</td>
<td>2</td>
</tr>
<tr>
<td>ENG 487</td>
<td>Topics in Literature</td>
<td>4</td>
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</tbody>
</table>

**English with Emphasis in Professional Writing major: 41 credits (BA traditional)**

Program Overview – In the English major, students will gain broad-based knowledge of literature from all periods and from around the world. They will learn to write clearly and persuasively, think independently, create original ideas, present alternative viewpoints and solve problems. Concordia University students develop these skills by working closely with knowledgeable faculty dedicated to relationship-based education through discussion, debate, course presentations, one-on-one consultations with professors and supervised writing projects. Students have many opportunities to apply the skills learned in the classroom to practical hands-on situations, such as writing for *The Sword* student newspaper, tutoring students in the Writing Center, student teaching or gaining internship experience at a local business. Professional Writing is one of the four areas of emphasis available to students.

**Prerequisites from General Education:** 12 credits  

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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 103</td>
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<td>or</td>
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<td></td>
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<tr>
<td>COM 211</td>
<td>Public Speaking and Performance</td>
<td>4</td>
</tr>
<tr>
<td>ENG 120</td>
<td>College Writing</td>
<td>4</td>
</tr>
<tr>
<td>ENG 155</td>
<td>Introduction to Literature</td>
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</table>

**Required:** 37 to 39 credits  

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<tr>
<td>ENG 220</td>
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</tr>
<tr>
<td>ENG 221</td>
<td>Journalism</td>
<td>4</td>
</tr>
<tr>
<td>ENG 222</td>
<td>Journalism Practicum (1 credit and must be taken twice)</td>
<td>1 and 1</td>
</tr>
<tr>
<td>ENG 320</td>
<td>Writing in the Workplace (2 credits and must be taken twice)</td>
<td>2 and 2</td>
</tr>
<tr>
<td>ENG 326</td>
<td>Topics in Writing</td>
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</tr>
<tr>
<td>ENG 420</td>
<td>Persuasive Writing on Contemporary Issues</td>
<td>4</td>
</tr>
<tr>
<td>ENG 498</td>
<td>Internship in English</td>
<td>2 to 4</td>
</tr>
<tr>
<td>ENG 499</td>
<td>Framing the Literary Tradition</td>
<td>1</td>
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</table>

Choose one course in each pairing  

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 325</td>
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<td>4</td>
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<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 490</td>
<td>Seminar in Literature</td>
<td>4</td>
</tr>
</tbody>
</table>
ENG 365  British Literature I  4
or
ENG 366  British Literature II  4
ENG 375  World Literature I  4
or
ENG 376  World Literature II  4
ENG 385  American Literature I  4
or
ENG 386  American Literature II  4

Electives: Enough to reach a total of 41 credits but only 4 credits may be taken outside of the English department.

Any 200 level or above course in English not already taken
ART 282  Graphic Design I  3
ART 483  Web Design  3
COM 478  Organizational Communication  4
MAN 301  Organizational Behavior  4
MAR 301  Principles of Marketing  4
MAR 312  Consumer Behavior  3
MAR 313  Marketing and Promotions  3
MAR 413  Marketing Research  3

English as a Second Language Education/Teaching Major (Grades K – 12): 67 to 71 credits (BA traditional)

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades K through 12 English as a second language. Passage of standardized examinations of content and pedagogy are also required.

Prerequisite – Demonstration of proficiency in a language other than English through:
   a) two years of a world language at the secondary level;
   b) one year of a world language at a post-secondary level;
   c) equivalent literacy in the candidate’s primary language

Prerequisites from General Education: 4 credits
PSY 101  Introduction to Psychology  4

Grades K – 12 ESL Teaching Content Major: 16 credits
ED 290  Language and Society  4
ENG 338  History and Principles of the English Language  4
ED 348  Second Language Acquisition  4
ED 485  Assessment of English as a Second Language Students  4

Prerequisites to Admission to Teacher Education: 10 or 14 credits
ED 201  Introduction to and Foundations of Education (+15 hours of HR Activity)  4
PSY 210  Child Psychology and Development  4
and
PSY 220  Adolescent Psychology  4
or
PSY 215  Child and Adolescent Developmental Psychology  4

ED 336  Educational Psychology (+15 hours HR Activity)  3

Prerequisites to Student Teaching: 25 credits
Complete content major with 2.75 GPA
Complete all four Human Relations Activity Reports

ED 330  Human Diversity and Relations (+15 hours HR Activity)  2
ED 342  Teaching Literacy  4
ED 345  Effective Elementary Teacher  2
ED 346  Effective Middle School Teacher  2
ED 347  Effective Secondary Teacher  2
ED 382  Teaching Students with Linguistic Differences and Difficulties  4
ED 389  ESOL: Teaching English to Speakers of Other Languages  2
ED 439  The Inclusive Classroom (+15 hours HR Activity)  2
ED 487  Reading Across the Content Areas  3
KHS 470  Health Education for Teachers  2

Student Teaching: 16 credits

ED 472.09  Student Teaching in K - 12 English as a Second Language  16

Exercise Science Major: 42 credits (BA adult; online only)

Program Overview – Students in the Exercise Science program will:
- Become effective wellness managers and leaders
- Understand critical factors driving business
- Apply classroom learning to current fitness and wellness problems and opportunities
- Develop problem-solving and decision-making skills
- Develop written and oral communication skills
- Become innovators in their own field of expertise
- Develop learner independence and self-image

Required: 38 credits

KHS 125  Introduction to Kinesiology  1
KHS 220  Epidemiological Foundations and Research  4
KHS 250  Technology, Media, Health and Your Environment  2
KHS 400  Health Psychology  3
KHS 420  Program Administration  2
KHS 436  Motor Development, Control and Motor Learning  3
KHS 473  Biomechanics  3
KHS 474  Exercise Physiology  3
KHS 490  Professional Seminar  1
KHS 498  Community Health Science Internship  12
KHS 435  Sport Psychology  4

Exercise Science Major: 48 credits (BA traditional)

Program Overview – The Exercise Science major focuses on kinesiology concepts in human movement, exercise and management. The program prepares students for positions in settings such as fitness/wellness centers, personal training, coaching, rehabilitation sciences, health and wellness education. Students are prepared for post-baccalaureate study in areas such as human growth, aging, athletic training, biomechanics, chiropractic, exercise physiology, sports management, sport psychology and more.

Students in the Exercise Science program will:
- Become effective wellness managers and leaders
- Understand critical factors driving business
- Apply classroom learning to current fitness and wellness problems and opportunities
- Develop problem-solving and decision-making skills
- Develop written and oral communication skills
- Become innovators in their own field of expertise
- Develop learner independence and self-image

Prerequisites from General Education: 4 credits

KHS 125  Introduction to Kinesiology  1
KHS 220  Epidemiological Foundations and Research  4
KHS 250  Technology, Media, Health and Your Environment  2
KHS 400  Health Psychology  3
KHS 436  Motor Development, Control and Motor Learning  3
KHS 473  Biomechanics  3
KHS 474  Exercise Physiology  4
KHS 475  Applied Exercise Prescription  3
KHS 490  Professional Seminar  1
KHS 499  Kinesiology Internship  12

Electives: choose 12 credits from the following for the Exercise Science track
BIO 315  Human Anatomy and Physiology I (prerequisite BIO 120)  4
KHS 300  Applied Nutrition  3
KHS 420  Program Administration  2
KHS 435  Sport Psychology  4
KHS 472  Athletic Training, Injury Prevention and Safety  4

Exercise Science Major with Athletic Training Emphasis: 48 credits (BA traditional)

Program Overview - The Bachelor of Arts in Exercise Science with an emphasis in Athletic Training focuses on kinesiology concepts in rehabilitation sciences, human movement, exercise and management. This exercise science degree focuses on preparing students for graduate programs, including Athletic Training.

Prerequisites from General Education: 4 credits
BIO 120  Biology I: The Unity of Life  4

Required: 36 credits (Kinesiology core)
KHS 125  Introduction to Kinesiology  1
KHS 220  Epidemiological Foundations and Research  4
KHS 250  Technology, Media, Health and Your Environment  2
KHS 400  Health Psychology  3
KHS 436  Motor Development, Control and Motor Learning  3
KHS 473  Biomechanics  3
KHS 474  Exercise Physiology  4
KHS 475  Applied Exercise Prescription  3
KHS 490  Professional Seminar  1
KHS 499  Kinesiology Internship  12

Electives: choose 12 credits from the following for the Athletic Training track
BIO 315  Human Anatomy and Physiology I (prerequisite BIO 120)  4
KHS 435  Sport Psychology  4
KHS 472  Athletic Training, Injury Prevention and Safety  4
KHS 482  Advanced Athletic Training  4

Exercise Science Major: 70 credits (BS traditional)

Program Overview - The Bachelor of Science in Exercise Science focuses on kinesiology science concepts in human movement, exercise and wellness. This B.S. degree serves as preparation for post-baccalaureate study in areas such as physical therapy, chiropractic, human growth, aging, athletic training, biomechanics, exercise physiology, sports management, sport psychology and more. Additional careers that this exercise science B.S. degree prepares students for include positions in settings such as fitness/wellness centers, personal training, coaching, rehabilitation sciences, health and wellness education. The B.S. degree is a more in depth major with additional coursework in Biology, Mathematics and Human Anatomy.

Prerequisites from General Education: 11 credits
BIO 120  Biology I: The Unity of Life  4
CHEM 115  General Chemistry I  4
MAT 110  Introduction to Probability and Statistics  3

Required: 58 credits (core)
BIO 315  Human Anatomy and Physiology I (prerequisite BIO 120)  4  
BIO 350  Medical Terminology  2  
KHS 125  Introduction to Kinesiology  1  
KHS 200  Community Safety and First Aid/CPR  1  
KHS 220  Epidemiological Foundations  4  
KHS 300  Applied Nutrition  3  
KHS 390  Sport Management  3  
KHS 400  Health Psychology  3  
KHS 435  Motor Development, Control and Motor Learning  3  
KHS 439  Physical Dimensions of Aging  3  
KHS 472  Athletic Training, Injury Prevention and Safety  4  
KHS 473  Biomechanics  3  
KHS 474  Exercise Physiology  4  
KHS 475  Applied Exercise Prescription  3  
KHS 490  Professional Seminar  1  
KHS 499  Kinesiology Internship  12  

Electives: choose 12 credits from the following
BIO 316  Human Anatomy and Physiology II  4  
CHE 116  General Chemistry II  4  
KHS 208  Women's Health: Today and the Future  2  
KHS 250  Technology, Media, Health and Your Environment  2  
KHS 310  Drug Education  2  
KHS 320  Human Life Experience  3  
KHS 375  Sociology of Sport and Exercise  4  
KHS 391  Law and Sport  3  
KHS 392  Finance, Marketing and Fundraising in Sports  3  
KHS 493  Planning and Managing Sports Facilities  3  
KHS 420  Advanced Athletic Training  4  
MAT 125 or MAT 135  Pre-Calculus or Calculus  4  

Family Life Education Major: 47 credits (BA traditional)
Program Overview – Students graduating with a Family Life Education major develop lifelong skills in scientific thinking and understanding human thought, behavior, and family interaction. The educational outcomes in combination with the internship experience prepare students to enter a career of choice or graduate school.

Prerequisites from General Education: 8 credits
PSY 101  Introduction to Psychology  4  
SOC 152  Introduction to Sociology  4  

Required: 47 credits
COM 403#  Family Communication  4  
FAS 101#  Introduction to Family Life Education  1  
FAS 300#  Methods and Materials of Family Education  3  
FAS 400#  Family Systems, Structures and Relationships  4  
FAS 442#  Family Decision-Making and Resource Management  2  
FAS 443#  Parent Education  2  
FAS 444#  Family Law, Public Policy and Applied Ethics  4  
FAS 498#  Family Life Education Internship  8  
KHS 320#  Human Life Experience  3  
PSY 210#  Child Psychology and Development  4  
PSY 220#  Adolescent Psychology  4  
SOC 253#  Marriage and Family  4  
SOC 353#  Themes in Adult Development and Aging within the Lifespan  4  

# Successful completion of these courses leads to certification as a Certified Family Life Educator from the National Council on Family Relations
Family Life Education Major: 39 credits (BA Adult; online only)

Program Overview – Students graduating with a Family Life Education major develop lifelong skills in scientific thinking and understanding human thought, behavior, and family interaction. It is a program for students who have a genuine care and concern for individuals and families and are interested in how families can function more effectively.

Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
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</tr>
<tr>
<td>SOC 152</td>
<td>Introduction to Sociology</td>
<td>4</td>
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Required: 39 credits (and in sequence)

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>FAS 200</td>
<td>Introduction to Family Life Education</td>
<td>3</td>
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<tr>
<td>FAS 440</td>
<td>Overview of Contemporary Families</td>
<td>3</td>
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<td>FAS 401</td>
<td>Family Systems</td>
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<td>FAS 442</td>
<td>Family Decision Making and Resource Management</td>
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<td>FAS 451</td>
<td>Family Communication and Relationships</td>
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<td>FAS 453</td>
<td>Intimate Relationships</td>
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<td>FAS 446</td>
<td>Methodology in Family Life Education</td>
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<td>FAS 447</td>
<td>Growth and Development in Children</td>
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<td>Adolescent Development</td>
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<td>FAS 448</td>
<td>Development in Adulthood</td>
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<td>FAS 443</td>
<td>Parent Education</td>
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<td>FAS 444</td>
<td>Family Law and Public Policy and Applied Ethics</td>
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<td>FAS 490</td>
<td>Portfolio and Synthesis</td>
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Finance Major: 72 credits (BBA traditional)

Program Overview – The Bachelor of Business Administration degree is available with a Finance major. Because the BBA requires more business courses than a Bachelor of Arts or Bachelor of Science degree, it is considered the degree of choice for students planning a career in finance, better preparing students to excel in the business world. Finance majors benefit from close contact with instructors who have extensive practical experience in the business world. The classroom structure stresses ethics and the practical application of finance knowledge.

Prerequisites from General Education: 7 credits

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<td>America in the Global Economy: Macroeconomics</td>
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<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
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Required Basic Business Core Curriculum: 52 credits

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<td>Principles of Accounting I</td>
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<tr>
<td>ACC 202</td>
<td>Principles of Accounting II</td>
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<tr>
<td>ECO 102</td>
<td>America in the Global Economy: Microeconomics</td>
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<td>ECO 201</td>
<td>Econometrics</td>
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<td>MAN 201</td>
<td>Business Analytics</td>
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<td>ECO 401</td>
<td>Global Economics</td>
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<td>FIN 301</td>
<td>Corporate Finance I</td>
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<td>LAW 401</td>
<td>Legal Environment of Business</td>
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<td>MAN 301</td>
<td>Organizational Behavior</td>
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<td>MAN 302</td>
<td>Operations and Quality Management</td>
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<td>MAN 401</td>
<td>Business Strategy and Ethics</td>
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<td>MAR 301</td>
<td>Principles of Marketing</td>
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<td>MAT 125</td>
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<tr>
<td>MAT 135</td>
<td>Calculus</td>
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<tr>
<td>MIS 401</td>
<td>Computer Systems for Management</td>
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</table>
Finance Major courses: 20 credits

ACC 413 Cost Accounting 4
FIN 211 Personal Finance 4
FIN 311 Corporate Finance II 4
FIN 411 Investments and Capital Markets 4
LAW 411 Federal Income Tax 4

Food Industry Management Major: 40 credits (BA adult)
Program Overview – The Food Retail Management program combines the building blocks of merchandising, marketing and management with the practical tools that individuals need in the business world. The program is based on concepts of adult education, which include an interactive classroom or online setting, limited lectures and a focus on practical, hands-on learning.

Required: 40 credits (and in sequence)

MKM 311 Innovation and Complex Systems 4
FRM 321 Food Marketing and Merchandising Strategy 4
FRM 341 Understanding Food Consumers 4
FRM 351 Retail Food Operations Management 4
FRM 360 Applied Food Retail Finance 4
FRM 400 Category Management 4
MKM 411 Applied Business Ethics 4
FRM 420 Food Supply Chain Management 4
FRM 441 Human Resource Strategy and Leadership 4
FRM 480 Business Planning Project 4

Health Science: Community Health Science – see Community Health Science Major

Health Science: Exercise Science – see Exercise Science Major

Health Science: Exercise Science/Athletic Training – see Exercise Science Major

Health Science: Health Teaching – see Health Education/Teaching (Grades 5-12) Major

Health Science: Physical Education Teaching – see Physical Education/Teaching (K-12) Major

Health Science: Pulmonary Science – see Pulmonary Science Major

Health Science: Radiological Science Leadership – see Radiological Science Leadership Major

Health Education Teaching Major (Grades 5-12): 57 to 61 credits (BA traditional)
Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades 5 through 12 health. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice. Passage of standardized examinations of content and pedagogy are also required.

Complete content major with 2.75 GPA (20 credits)

KHS 200 Community Safety and First Aid/CPR 1
KHS 220 Epidemiological Foundations and Research 4
KHS 250 Technology, Media, Health, and Your Environment 2
History Major: 44 credits (BA traditional)

Program Overview - The History department offers students the opportunity to study the past and make sense of the present through a variety of classroom, research, independent and mentored study, travel, service-learning and internship experiences.

Prerequisites from General Education: 4 credits
HIS 212 Introduction to History 4

Required: 24 to 30 credits
HIS 231 USA to 1877 4
HIS 233 USA since 1877 4
HIS 267 Introduction to Latin America 4
HIS 285 European History, 1789 to Present 4
HIS 401 Research and Writing in History 2
HIS 487 Readings Seminar (Topics in History) 2
HIS 498 History Internship 4 to 10

Required: 4 credits; Choose one of the following
HIS 111 Western Civilization to 1648 4
HIS 113 Western Civilization since Reformation 4
HIS 121 World History 4
HIS 221 World Culture: Greece and Rome 4

Electives to total 44 credits: 10 to 16 credits of upper level (300 to 400) HIS or POL courses
Human Resource Management Major: 40 credits (BA adult)

Program Overview – The Human Resource Management major offers a practical and thorough study of human resource skills required by human resource practitioners. Students receive training in key skill areas of human resource and its application to the dynamics of today’s and future organizations. The overall context of the course centers on human resources’ role as a strategic partner within its organization. As people become even more important to organizations, human resource professionals will be expected to provide a greater leadership role.

Required: 40 credits (and in sequence)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 310</td>
<td>Managing in Organizations</td>
<td>4</td>
</tr>
<tr>
<td>HRM 320</td>
<td>Advanced Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>HRM 325</td>
<td>Survey and Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>HRM 350</td>
<td>Legal Issues in Human Resources</td>
<td>4</td>
</tr>
<tr>
<td>HRM 352</td>
<td>Staffing the Organization</td>
<td>4</td>
</tr>
<tr>
<td>HRM 353</td>
<td>Compensation/Benefits Systems and Theories</td>
<td>4</td>
</tr>
<tr>
<td>HRM 410</td>
<td>Organizational Development and Change</td>
<td>4</td>
</tr>
<tr>
<td>HRM 470</td>
<td>Strategic Human Resources</td>
<td>4</td>
</tr>
<tr>
<td>HRM 435</td>
<td>Business and Personal Ethics</td>
<td>4</td>
</tr>
<tr>
<td>HRM 440</td>
<td>Human Resources Plan</td>
<td>4</td>
</tr>
</tbody>
</table>

Information Technology in Management Major: 40 credits (BA adult)

Program Overview – The goal of the Information Technology in Management major is to provide an opportunity for a focused study of information technology and its relevancy in business management. Students study Information Technology principles and processes and their application to social and organizational problems. When combined with professional experiences, this major can equip students for entry-level or advancement in professional fields such as project management, information systems management, database management, financial systems management, and programming.

Required: 40 credits (and in sequence)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITM 312</td>
<td>Harnessing Personal Innovation</td>
<td>4</td>
</tr>
<tr>
<td>ITM 351</td>
<td>Bridging the Technology-Business Gap</td>
<td>4</td>
</tr>
<tr>
<td>ITM 325</td>
<td>Business Management for Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>ITM 421</td>
<td>Business Strategy and Technology Innovation</td>
<td>4</td>
</tr>
<tr>
<td>ITM 342</td>
<td>Project and Lifecycle Management</td>
<td>4</td>
</tr>
<tr>
<td>ITM 410</td>
<td>Business-Driven Information Systems and Security</td>
<td>4</td>
</tr>
<tr>
<td>ITM 420</td>
<td>Applied Systems Analysis and Design</td>
<td>4</td>
</tr>
<tr>
<td>ITM 425</td>
<td>Data Management for Intelligent Business</td>
<td>4</td>
</tr>
<tr>
<td>ITM 435</td>
<td>Business Ethics for Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>ITM 440</td>
<td>Applied Research Project</td>
<td>4</td>
</tr>
</tbody>
</table>

Kinesiology Major – see one of the following: Community Health Science, Exercise Science, Sports Management, Sports Psychology

Life Science Education/Teaching Major (Grades 9-12): 79 to 90 credits - (BA traditional) with optional Grades 5 – 8 General Science add-on

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential in science (grades 5 through 8) and life science (grades 9 through 12). Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education: 16 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>Biology I: The Unity of Life</td>
<td>4</td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>MAT 135</td>
<td>Calculus I or MAT 125 Pre-Calculus</td>
<td>4</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>
Grade 9 – 12 Life Science Teaching Content Major: 40 credits

Complete content major with 2.75 GPA

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 130</td>
<td>Biology II: The Diversity of Life</td>
<td>4</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Plant Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 230</td>
<td>Animal Biology and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 300</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 330</td>
<td>Molecular Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 455</td>
<td>Research Proposal</td>
<td>1</td>
</tr>
<tr>
<td>BIO 456</td>
<td>Research in Biology</td>
<td>4</td>
</tr>
<tr>
<td>CHE 116</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
</tbody>
</table>

MAT 110 Introduction to Probability and Statistics 3
or MAT 230 Probability and Statistics 4

Grades 5 – 8 General Science add-on (optional): 11 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 346</td>
<td>Effective Middle School Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 478</td>
<td>Teaching Grades 5 – 8 Science</td>
<td>1</td>
</tr>
<tr>
<td>ESC 320</td>
<td>Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>ESC 340</td>
<td>Astronomy</td>
<td>4</td>
</tr>
</tbody>
</table>

Prerequisites to Admission to Teacher Education: 10 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 201</td>
<td>Introduction to and Foundations of Education (+15 hours HR Activity)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>ED 336</td>
<td>Educational Psychology (+15 hours HR Activity)</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites to Student Teaching: 13 credits

Complete content major with 2.75 GPA

Complete all four Human Relations Activity Reports

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 347</td>
<td>Effective Secondary Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 353</td>
<td>Teaching Grades 9 – 12 Science</td>
<td>2</td>
</tr>
<tr>
<td>ED 439</td>
<td>The Inclusive Classroom (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>KHS 470</td>
<td>Health Education for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>* ED 346</td>
<td>Effective Middle School Teacher (Gr. 5 – 8 option)</td>
<td>2</td>
</tr>
<tr>
<td>* ED 478</td>
<td>Teaching Grades 5 – 8 Science (Gr. 5 – 8 option)</td>
<td>1</td>
</tr>
</tbody>
</table>

Student Teaching: 16 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 472.11</td>
<td>Student Teaching Grades 9 – 12 Life Science</td>
<td>16</td>
</tr>
</tbody>
</table>

Marketing Major: 72 credits (BBA traditional)

Program Overview – The Bachelor of Business Administration degree is available with a marketing major. Because the BBA requires more business courses than a Bachelor of Arts or Bachelor of Science degree, it is considered the degree of choice for students planning a career in marketing, better preparing students to excel in the business world. Marketing majors benefit from close contact with instructors who have extensive practical experience in the business world. The classroom structure stresses ethics and the practical application of marketing knowledge.

Prerequisites from General Education: 7 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>America in the Global Economy: Macroeconomics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Basic Business Core Curriculum: 52 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Principles of Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Principles of Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>ECO 102</td>
<td>America in the Global Economy: Microeconomics</td>
<td>4</td>
</tr>
<tr>
<td>ECO 201</td>
<td>Econometrics</td>
<td>4</td>
</tr>
</tbody>
</table>
### Marketing Management and Innovation Major: 40 credits (BA adult)

Program Overview – The Marketing Management and Innovation major combines the building blocks of marketing with the practical tools that individuals will need in the business world for years to come. The program is based on concepts of adult education, which include an interactive classroom setting, limited lectures, and a focus on practical, hands-on learning. Ethics, globalism, creativity, customer service, e-commerce, and entrepreneurship are some of the topics explored throughout the curriculum.

Required: 40 credits (and in sequence)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKM 311</td>
<td>Innovation and Complex Systems</td>
<td>4</td>
</tr>
<tr>
<td>MKM 321</td>
<td>Marketing Innovation</td>
<td>4</td>
</tr>
<tr>
<td>MKM 330</td>
<td>Integrated Marketing Communications</td>
<td>4</td>
</tr>
<tr>
<td>MKM 342</td>
<td>Marketing Research</td>
<td>4</td>
</tr>
<tr>
<td>MKM 350</td>
<td>Interactive and Mobile Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MKM 360</td>
<td>International Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MKM 411</td>
<td>Applied Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>MKM 431</td>
<td>Applied Accounting and Finance</td>
<td>4</td>
</tr>
<tr>
<td>MKM 441</td>
<td>Marketing Strategy</td>
<td>4</td>
</tr>
<tr>
<td>MKM 480</td>
<td>Business Plan</td>
<td>4</td>
</tr>
</tbody>
</table>

### Mathematics Major: 42 credits (BA traditional)

Program Overview – Students in the Mathematics major get a balanced mix of classical and modern mathematics and acquire a strong foundation in conventional math theory and problem-solving techniques. They learn to use technology such as computer algebra systems, geometry modeling software, spreadsheets and computer programming to aid in modeling and investigating problems. Students also learn to communicate their mathematical ideas clearly and professionally in written and oral formats.

Required: 39 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 135</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 230</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 255</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 305</td>
<td>Foundations of Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 310</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 365</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MAT 450</td>
<td>Abstract Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 460</td>
<td>Foundations of Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>
Mathematics Major: 60 credits (BS traditional)

Program Overview – Students in the Mathematics major get a balanced mix of classical and modern mathematics and acquire a strong foundation in conventional math theory and problem-solving techniques. They learn to use technology such as computer algebra systems, geometry modeling software, spreadsheets and computer programming to aid in modeling and investigating problems. Students also learn to communicate their mathematical ideas clearly and professionally in written and oral formats.

Required: 41 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 135</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 230</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 255</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 305</td>
<td>Foundations of Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 315</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 365</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MAT 460</td>
<td>Foundations of Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MAT 478</td>
<td>Mathematics Seminar (2 credits and must take twice)</td>
<td>2 and 2</td>
</tr>
<tr>
<td>PHS 221</td>
<td>General Physics I (Calculus-based)</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives: 19 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 120</td>
<td>Biology I: The Unity of Life</td>
<td>4</td>
</tr>
<tr>
<td>CHE 115</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CSC 301</td>
<td>Programming and Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>MAT 450</td>
<td>Abstract Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 488</td>
<td>Independent Study in Mathematics</td>
<td>1 to 4</td>
</tr>
<tr>
<td>MAT 498</td>
<td>Internship in Mathematics</td>
<td>1 to 4</td>
</tr>
<tr>
<td>PHS 222</td>
<td>General Physics II (Calculus-based)</td>
<td>4</td>
</tr>
<tr>
<td>Any 200+ level science or technology course</td>
<td>3 to 4</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics Major with Teaching Credential (Grades 5 – 12): 84 credits (BA traditional)

General Education Prerequisites: 4 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

Required: 84 credits

Mathematics Major: 42 credits

Complete content major with 2.75 GPA

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 301</td>
<td>Programming and Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>MAT 135</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 145</td>
<td>Calculus II</td>
<td>5</td>
</tr>
<tr>
<td>MAT 220</td>
<td>Discrete Math</td>
<td>3</td>
</tr>
<tr>
<td>MAT 230</td>
<td>Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>MAT 255</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 305</td>
<td>Foundations of Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 310</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 365</td>
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<tr>
<td>MAT 450</td>
<td>Abstract Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 460</td>
<td>Foundations of Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MAT 478</td>
<td>Mathematics Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

Prerequisites to Admission to Teacher Education: 10 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 201</td>
<td>Introduction to and Foundations of Education (+15 hours HR Activity)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>ED 336</td>
<td>Educational Psychology (+15 hours HR Activity)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Prerequisites to Student Teaching: 16 credits**
- Complete content major with 2.75 content GPA
- Complete all four Human Relations Activity Reports
  - ED 330 Human Diversity and Relations (+15 hours HR Activity) | 2
  - ED 346 Effective Middle School Teacher                         | 2
  - ED 347 Effective Secondary Teacher                             | 2
  - ED 351 Teaching Grades 9 – 12 Mathematics                      | 2
  - ED 439 The Inclusive Classroom (+15 hours HR Activity)        | 2
  - ED 475 Teaching Grades 5 – 8 Mathematics                       | 1
  - ED 487 Reading Across the Content Areas                       | 3
  - KHS 470 Health Education for Teachers                          | 2

**Music Major: 44 credits (BA traditional)**

**Program Overview** – Students in the Music major expand their creativity, analytical, research and writing skills while studying music performance, programming, analysis, composition, history, literature, education and worship music. The music program is led by accomplished and caring faculty who give one-on-one attention to students in a nurturing community where competition is downplayed.

**Prerequisites:**
The successful Music major will enter the program with music-reading ability and previous music performance experience and study. The level of each student’s abilities and experience will be initially assessed through a music placement survey, auditions for ensembles and placement evaluations by private lesson instructors. Based on this assessment, the student may be required to take one or more of the following courses:
  - MUS 101 Basic Musicianship | 2
  - MUS 111 Class Piano I      | 2
  - MUS 112 Class Piano II     | 2

**Prerequisites from General Education: 2 credits**
  - MUS 120 Listening to Life: Western Classical Music | 2
  - or MUS 121 Listening to Life: Global and Popular Music | 2

**Required: 29 credits**
  - MUS 201 Musicianship I   | 4
  - MUS 202 Musicianship II  | 4
  - MUS 301 Musicianship III | 4
  - MUS 302 Musicianship IV  | 4
  - MUS 321 Music History I  | 3
  - MUS 322 Music History II | 3
  - MUS 323 Music History III | 3
  - MUS 7xx 4 semesters of ensemble at 0-2 credits each | 0.8
  - MUS 8xx 4 semesters of private lessons @1 credit each | 4

**Electives: 5 to 7 credits**
May be chosen from any music offerings – 7 credits for the Applied Music and Music History tracks and 5 for the Theory/Composition track.

**Up to 2 credits may be drawn from the 700-level ensemble courses**
Select one of the following tracks: (8 to 10 credits)

**Applied Music (8 credits)**
  - MUS 9xx 3 semesters of honors lessons at 2 credits each | 6
MUS 494  Senior Project: Conducting Recital  2

or

MUS 495  Senior Project: Recital  2

Music History (10 credits)

MUS 493  Senior Project: Thesis  2

Choose four credits of the following

MUS 430  History of Sacred Music  4
MUS 431  Congregational Song  4

Choose four credits of the following

MUS 423  Vocal Literature  2
MUS 424  Keyboard Literature  2
MUS 425  Choral Literature  2
MUS 426  Instrumental (Band) Literature  2
MUS 427  Organ Literature  2

Music Theory and Composition (10 credits)

MUS 365  Electronic Instrument Techniques and Pedagogy  2
MUS 444  Instrumental Arranging  1
MUS 445  Choral Arranging  1
MUS 890  2 semester of Composition lessons at 1 credit each  2
MUS 990  Honors Composition lessons  2
MUS 492  Senior Project: Composition Recital  2

Additional Requirements: Students must attend two recitals or concerts per year and document such in their Music Portfolio. The Portfolios should be submitted for review each year by November 1 to the Chair of the Music Department. A minimum of a 2.5 GPA is required in music coursework.

Music Education/Teaching Major (Grades K – 12 and Instrumental and/or Vocal): 93 – 104 credits (BA traditional)

Program Overview - Students majoring in Secondary Education at Concordia will develop the skills and insights to become effective middle school or high school teachers and life-long learners. A variety of specialties are available that allow students to customize their major to the subject area in which they would like to teach. Because of Minnesota’s rigorous teacher licensure standards, students graduating from the state’s colleges and universities are favorably regarded nationwide. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice.

Prerequisites from General Education: 6 credits

MUS 121  Listening to Life: Global and Popular Music  2
PSY 101  Introduction to Psychology  4

Prerequisites: if determined in assessments by music department

MUS 101  Basic Musicianship  2
MUS 111  Class Piano I  2
MUS 112  Class Piano II  2
MUS 115  Beginning Guitar I  1

K – 12 Music Teaching Major: 38 Credits

Complete content major with 2.75 GPA

MUS 201  Musicianship I  4
MUS 202  Musicianship II  4
MUS 261  Beginning Conducting  2
MUS 301  Musicianship III  4
MUS 302  Musicianship IV  4
MUS 321  Music History I  3
MUS 322  Music History II  3
MUS 323  Music History III  3
MUS 360  String Techniques and Pedagogy  1
MUS 361  Woodwind Techniques and Pedagogy  1
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 362</td>
<td>Brass Techniques and Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>MUS 365</td>
<td>Electronic Media Techniques and Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>MUS 366</td>
<td>Vocal Techniques and Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>MUS 367</td>
<td>Percussion Techniques and Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>MUS 444</td>
<td>Instrumental Arranging</td>
<td>1</td>
</tr>
<tr>
<td>MUS 445</td>
<td>Choral Arranging</td>
<td>1</td>
</tr>
<tr>
<td>MUS 840</td>
<td>2 semesters of private piano @ 1 credit each</td>
<td>2</td>
</tr>
</tbody>
</table>

Recital Attendance: Eight programs in portfolio per year; performance audition in February of second year. Submit music Portfolio Progress Report to Chair, Music Department by November 1 each year. Document in the portfolio four public performances, including a small ensemble. Pass Keyboard Proficiency Examination before student teaching (document in portfolio). Take Music Senior Outcomes Examination when Music History/Musicianship courses are completed.

Tracks: Choose one or both of the following tracks:

**Vocal and Classroom K - 12 Track:** 12 to 19 credits
- MUS 369 Art of Accompanying 1
- MUS 425 Choral Literature 2
- MUS 456 Choral Conducting and Methods 2
- MUS 713/714 7 semesters choral ensemble required 0 to 7
- MUS 860 7 semesters private voice lessons @ 1 credit each 7

**Instrumental and Classroom K - 12 Track:** 12 to 19 credits
- MUS 368 Jazz Improvisation 1
- MUS 426 Instrumental (Band) Literature 2
- MUS 457 Instrumental Conducting and Methods 2
- MUS 720/730: 7 semesters instrumental ensemble required 0 to 7
- MUS 800: 7 semesters private instrumental lessons @ 1 credit each 7

Prerequisites to Admission to Teacher Education: 10 to 14 credits
- ED 201 Introduction to and Foundations of Education (+15 hours of HR Activity) 3
- PSY 210 Child Psychology 4
  and
- PSY 220 Adolescent Psychology 4
  or
- PSY 215 Child and Adolescent Developmental 4
- ED 336 Educational Psychology (+ 15 hours HR Activity) 3

Prerequisites to Student Teaching: 17 credits
- Complete content major with 2.75 content GPA
- Complete all four Human Relations Activity Reports
- ED 330 Human Diversity and Relations (+ 15 hours HR Activity) 2
- ED 346 Effective Middle School Teacher 2
- ED 347 Effective Secondary Teacher 2
- MUS 357 Grades 7 - 12 General Music Teaching Methods 2
- ED 439 The Inclusive Classroom (+ 15 hours HR Activity) 2
- ED 487 Reading Across the Content Areas 3
- KHS 470 Health Education for Teachers 2

Student Teaching: 16 credits
- ED 472.07 Student Teaching K – 12 Music 16
Organizational Management and Leadership Major: 40 credits (BA adult)

Program Overview - The Organizational Management and Leadership major brings together key ideas and skills useful in working with people. Students achieve an understanding of group behavior and its relation to organizational effectiveness by translating theoretical learning into practical, hands-on experience. By learning to implement ideas in practice, students apply concepts and themes from a variety of disciplines to effective organizational approaches. Students become proficient in understanding change, directing change, and making decisions about the behavior of people within groups.

Required: 40 credits (and in sequence)

- OML 300 Group Dynamics and Organizational Culture 4
- OML 310 Systems Theory and Organizational Behavior 4
- OML 320 Organizational Research and Decision Making 4
- OML 330 Strategic Planning and Project Management 4
- OML 340 Interpersonal and Intercultural Communications 4
- OML 410 Financial and Strategic Leadership 4
- OML 420 Personal and Organizational Management and Leadership 4
- OML 430 Innovative Marketing 4
- OML 440 Applied Synthesis Project 4
- OML 450 Personal and Organizational Values and Ethical Leadership 4

Parent and Family Education (licensure): 56 credits (BA traditional)

Program Overview – Students majoring in Parent and Family Education earn a license to work with parents in settings such as Early Childhood Family Education centers which are unique to Minnesota. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice.

Prerequisites from General Education: 8 credits

- PSY 101 Introduction to Psychology 4
- SOC 152 Introduction to Sociology 4

Prerequisites to Admission to Teacher Education: 10 credits

- ED 201 Introduction to and Foundations of Education 3
  (+15 hours of HR Activity)
- PSY 210 Child Psychology and Development (taken below) 4
- ED 336 Educational Psychology (+ 15 hours HR Activity) 3

Required: 49 credits

Understanding Families and Parent and Child Relations

- COM 403 Family Communication 4
- FAS 400 Family Systems, Structures and Relationships 4

Understanding Child Development: 17 credits

- ECE 321 Pre-primary Education 3
- ECE 324 Language Development and Emergent Literacy 3
- ECE 325 Education of Infants and Toddlers 3
- ECE 425 Young Child with Special Needs (+ 15 hours HR Activity) 2
- ECE 427 Authentic Assessment and Guidance in ECE 2
- PSY 210 Child Psychology and Development 4

Understanding Adult Education: 11 credits

- COM 205 Group Communication and Facilitation 4
- ED 418 Adult Education and Development 4
- FAS 300 Methods and Materials for Family Education 3

Standards of Effective Practice: 4 credits

- ED 330 Human Diversity and Relations (+ 15 hours HR Activity) 2

Complete all four Human Relations Reports prior to Student Teaching
Grades K – 12 Physical Education and Grades 5 – 12 Health Teaching Major required courses:
79 to 83 credits (BA Traditional)

Program Overview – Students majoring in Secondary Education at Concordia will develop the skills and insights to become effective middle school or high school teachers and life-long learners. A variety of specialties are available that allow students to customize their major to the subject area in which they would like to teach. Because of Minnesota’s rigorous teacher licensure standards, students graduating from the state’s colleges and universities are favorably regarded nationwide. Students have an opportunity to blend theory and practice through a series of content courses, methods courses, field experiences, and clinical practice.

Complete content major with 2.75 GPA (42 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 200</td>
<td>Community Safety and First Aid/CPR</td>
<td>1</td>
</tr>
<tr>
<td>KHS 220</td>
<td>Epidemiological Foundations and Research</td>
<td>4</td>
</tr>
<tr>
<td>KHS 250</td>
<td>Technology, Media, Health, and Your Environment</td>
<td>2</td>
</tr>
<tr>
<td>KHS 300</td>
<td>Applied Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>KHS 310</td>
<td>Drug Education</td>
<td>2</td>
</tr>
<tr>
<td>KHS 320</td>
<td>Human Life Experience</td>
<td>3</td>
</tr>
<tr>
<td>KHS 330</td>
<td>Elementary Methods Block I</td>
<td>4</td>
</tr>
<tr>
<td>KHS 335</td>
<td>MS/Secondary Methods Block II for Health and PE</td>
<td>4</td>
</tr>
<tr>
<td>KHS 400</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>KHS 410</td>
<td>Health Methods and Strategies for Instruction</td>
<td>2</td>
</tr>
<tr>
<td>KHS 420</td>
<td>Program Administration</td>
<td>2</td>
</tr>
<tr>
<td>KHS 436</td>
<td>Motor Development, Control and Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>KHS 473</td>
<td>Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>KHS 474</td>
<td>Exercise Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KHS 481</td>
<td>Adaptives</td>
<td>2</td>
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</tbody>
</table>

Prerequisites to Admission to Teacher Education: 10 or 14 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 201</td>
<td>Foundations of and Introductions to Education (+15 hours of HR Activity)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Child Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 215</td>
<td>Child and Adolescent Developmental</td>
<td>4</td>
</tr>
<tr>
<td>ED 336</td>
<td>Educational Psychology (+15 hours HR Activity)</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites to Student Teaching: 11 credits

Complete content major with 2.75 GPA

Complete all four Human Relations Activity Reports

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 346</td>
<td>Effective Middle School Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 347</td>
<td>Effective Secondary Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 439</td>
<td>The Inclusive Classroom (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

Student Teaching: 16 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 472.06</td>
<td>Student Teaching in Health and Physical Education</td>
<td>16</td>
</tr>
</tbody>
</table>
**Psychology Major: 44 credits (BA traditional)**

Program Overview – Students graduating with a Psychology major develop lifelong skills in scientific thinking and understanding human thought, behavior, and interaction. The educational learning in combination with the internship experience prepare students to enter a career of choice or graduate school.

Prerequisites (for PSY 380 Research Methods with Statistical Applications)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MAT 110</td>
<td>Introduction to Statistics</td>
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Required: 28 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Introduction to Counseling</td>
<td>4</td>
</tr>
<tr>
<td>PSY 380</td>
<td>Research Methods with Statistical Applications</td>
<td>4</td>
</tr>
<tr>
<td>PSY 498</td>
<td>Psychology Internship</td>
<td>12</td>
</tr>
</tbody>
</table>

4 credits from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 210</td>
<td>Child Psychology and Development</td>
<td>4</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOC 353</td>
<td>Themes in Adult Development and Aging in a Lifespan Development</td>
<td>4</td>
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</table>

Electives: 16 additional credits from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS 400</td>
<td>Family Systems, Structures and Relationships</td>
<td>4</td>
</tr>
<tr>
<td>KHS 435</td>
<td>Sport Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 210</td>
<td>Child Psychology and Development</td>
<td>4</td>
</tr>
<tr>
<td>PSY 220</td>
<td>Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Psychology and Family on Video</td>
<td>3</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Cognition, Learning and Memory</td>
<td>4</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Physiological Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Sensation and Perception</td>
<td>4</td>
</tr>
<tr>
<td>PSY 340</td>
<td>Introduction to Industrial/Organizational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Abnormal Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 370</td>
<td>Introduction to Personality Theories</td>
<td>4</td>
</tr>
<tr>
<td>PSY 381</td>
<td>Psychology Research Seminar</td>
<td>1</td>
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<tr>
<td>PSY 488</td>
<td>Independent Study</td>
<td>1 to 4</td>
</tr>
<tr>
<td>PSY 490</td>
<td>Psychology Topic Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PSY 491**</td>
<td>Preparing for Graduate School</td>
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<tr>
<td>SOC 353</td>
<td>Themes in Adult Development and Aging in a Lifespan Development</td>
<td>4</td>
</tr>
<tr>
<td>SOC 451</td>
<td>Social Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

* If not taken above as a required course

**Offered as an independent study

---

**Psychology Major: 78 credits (BS traditional)**

Program Overview – Students graduating with a Bachelor of Science degree majoring in Psychology develop lifelong skills in scientific thinking and understanding human thought, behavior, and interaction. The educational learning in combination with the research focused internship experience prepares students to enter a career of choice, medical school, or graduate school.

Required:

Psychology: 27 credits

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<th>Course</th>
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<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
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<tr>
<td>PSY 380</td>
<td>Research Methods with Statistical Applications</td>
<td>4</td>
</tr>
<tr>
<td>PSY 498</td>
<td>Psychology Internship</td>
<td>12</td>
</tr>
<tr>
<td>PSY 490</td>
<td>Psychology Topic Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SOC 451</td>
<td>Social Psychology</td>
<td>4</td>
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</tbody>
</table>

Mind-Brain: 8 credits from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 300</td>
<td>Cognition, Learning, and Memory</td>
<td>4</td>
</tr>
</tbody>
</table>
PSY 310  Physiological Psychology  4  
PSY 320  Sensation and Perception  4  

Clinical: 8 credits from the following  
PSY 330  Introduction to Counseling  4  
PSY 360  Abnormal Psychology  4  
PSY 370  Introduction to Personality Theories  4  

Developmental: 4 credits from the following  
PSY 210  Child Development and Psychology  4  
PSY 220  Adolescent Psychology  4  
SOC 354  Themes in Adult Development and Aging  4  

Mathematics and Science: 19 credits  
BIO 120  Biology I: The Unity of Life  4  
BIO 210  Genetics  4  
CHE 115  General Chemistry I  4  
MAT 110  Introduction to Probability and Statistics  3  

MAT 125  Pre-Calculus  4  
or  
MAT 135  Calculus I  4  

General Electives: 12 credits (300 or 400 level Psychology courses)

Public Policy Major: 42-43 credits (BA traditional)  
Prerequisites  
ECO 101  Macroeconomics  4  
MAT 110  Introduction to Probability and Statistics  4  
POL 131  American Government  4  
SOC 152  Introduction to Sociology  4  

Required  
PSY 380  Research Methods  4  
POL/SOC/PSY 498  Internship  12  

PSY 490  Seminar-Topics  3  
or  
POL 487  Reading/ Topics Seminar  2  

POL 241  Contemporary World Problems  4  
POL 337  Parties, Campaigns and Elections  4  
ECO 102  Microeconomics  4  
MAR 301  Principles of Marketing  4  
SOC 451  Social Psychology  4  
SOC 357  Class and Community  4  

Pulmonary Science Major: 44 credits (BS adult)  
Program Overview – The Concordia University, St. Paul Pulmonary Science program is conveniently offered in an online format. The Pulmonary Science degree completion program is designed to assist Registered Respiratory Therapists to complete their Bachelor of Science degree at Concordia University, St. Paul in an accelerated format. Because most students are working fulltime as Registered Respiratory Therapists, this program is cohort-based and students only take one class at a time on the same night each week. Courses will be delivered via a web-based, course-management system. Students must be motivated and practice good time-management to be successful in this program.

Required (and in sequence):  
PUL 220  Epidemiological Foundations  4  
PUL 329  Advances in Pharmacology in Critical Care Medicine  4  
PUL 400  Health Psychology  4  

2012-2013 Academic Catalog  Concordia University, St. Paul, Minnesota
Radiological Science Leadership Major: 44 credits (BS adult; online only)

Program Overview – The Concordia University Radiologic Science Leadership program is conveniently offered in the online format. The Radiologic Science Leadership degree program is designed to assist Registered Radiologic Technologists in completing their Bachelor of Science degree while maintaining their current careers. Because most students are working full-time as Registered Radiologic Technologists, this program is cohort-based and students only take one class at a time on the same night each week. This program will prepare students to develop leadership skills, gain exposure to health care administration and apply critical thinking practices in their personal and professional lives. Students will explore behavioral, social and cultural trends that influence management in today's rapidly changing health care industry.

Required (and in sequence):

- **RAD 250** Leadership Communication 4
- **RAD 222** Pathological Foundations 4
- **RAD 310** Writing for Health Care Professionals 4
- **RAD 330** Communication Strategies for Conflict Management 4
- **RAD 350** Health Care Diversity and Global Issues 4
- **RAD 435** Ethics and Decision Making in Health Care Environments 4
- **RAD 300** Strategic Leadership of Resources, People, and Teams 4
- **RAD 400** Organizational Development for Human Resources Professionals 4
- **RAD 440** Legal Environment for Health Care Managers 4
- **RAD 322** Compliance and Regulatory Requirements 4
- **RAD 490** Senior Seminar 4

Secondary Education Major

See specific subject area such as Chemistry, Communication Arts and Literature, Health, Life Science, Mathematics, Physical Education, or Social Studies

Social Studies Education/Teaching (Grades 5 – 12) Major: 84 credits (BA traditional)

Program Overview – Students who complete this major are eligible to apply to the Minnesota Department of Education for a teaching credential for grades 5 through 12 social studies. Passage of standardized examinations of content and pedagogy are also required.

Prerequisites from General Education

- **ECO 101** America in Global Economy: Macroeconomics 4
- **PSY 101** Introduction to Psychology 4

Grades 5 – 12 Social Studies Teaching Major: 42 credits

- **GE 101** Human Geography 2
- **HIS 121** World History 4
- **HIS 212** Introduction to History (General Education) 4
- **HIS 231** USA to 1877 4
- **HIS 233** USA since 1877 4
- **HIS 267** Intro to Latin America 4
- **HIS 281** Europe 1789 – 1914 4
- **HIS 283** Europe since 1914 4
- **POL 131** American Government 4
- **SOC 152** Introduction to Sociology 4
Electives: 4 social science courses at 300 or 400 level 4

Prerequisites to Admission to Teacher Education: 10 credits
   ED 201   Introduction to and Foundations of Education (+15 hours HR Activity) 3
   ED 336   Educational Psychology (+15 hours HR Activity) 3
   PSY 220  Adolescent Psychology 4

Prerequisites to Student Teaching: 16 credits
   Complete content major with 2.75 GPA
   Complete all four Human Relations Activity Reports
   ED 330   Human Diversity and Relations (+15 hours HR Activity) 2
   ED 346   The Effective Middle School Teacher 2
   ED 347   The Effective Secondary Teacher 2
   ED 352   Teaching Grades 9 - 12 Social Studies 2
   ED 439   The Inclusive Classroom (+15 hours HR Activity) 2
   ED 476   Teaching Grades 5 - 8 Social Studies 1
   ED 487   Reading Across the Content Areas 3
   KHS 470  Health Education for Teachers 2

Student Teaching: 16 credits
   ED 472.05 Student Teaching Grades 5 - 12 Social Studies 16

Sociology Major: 44 credits (BA traditional)

Program Overview - Students graduating with a Sociology major develop lifelong skills in scientific thinking and understanding human thought, behavior, and interaction. The developed educational outcomes in combination with the internship experience prepares student to enter a career of choice or graduate school.

Prerequisites (for SOC 454 Sociological Research Methods and Statistics)
   MAT 110   Probability and Statistics 3

Required: 24 credits
   SOC 152   Introduction to Sociology 4
   SOC 453   Social Theory 4
   SOC 454   Sociological Research Methods and Statistics 4

4 credits from the following:
   SOC 357   Class and Community 4
   SOC 451   Social Psychology 4
   SOC 452   Social Organization 4

4 credits from the following:
   SOC 253   Marriage and the Family 4
   SOC 353   Themes in Adult Development and Aging with a Lifespan Perspective 4

   SOC 358   Minority Groups 4

4 credits from the following:
   SOC 256   Introduction to Criminal Justice 4
   SOC 359   Sociology of Social Welfare 4

Electives: 20 credits
   20 additional credits in Sociology from the following:
   KHS 375   Sociology of Sport and Exercise 4
   SOC 254   People and Culture of Southeast Asia 4
   SOC 255   People and Culture of China 4
   SOC 325   Minnesota Criminal Codes and Statutes 2
   SOC 351   Juvenile Justice 4
   SOC 352   Police and Community 4
SOC 354  Sociology of Law  4
SOC 456  Seminar in Sociology  4
SOC 488  Sociology Independent Study  1 to 4
SOC 498  Sociology Internship  6 to 12

Sports Management Major: 48 credits (BA traditional)

Program Overview - The major in Sports Management focuses on core concepts in kinesiology, exercise and sport management. The program prepares students to enter the work force in a number of sport management areas including, facility management, sports marketing and fitness center management. Students learn business and sport theory and have numerous opportunities to bridge theory into practical applications.

Required: 36 credits (Kinesiology core)
  KHS 125  Introduction to Kinesiology  1
  KHS 220  Epidemiological Foundations  4
  KHS 250  Technology, Media, Health and Your Environment  2
  KHS 400  Health Psychology  3
  KHS 436  Motor Development, Control and Motor Learning  3
  KHS 473  Biomechanics  3
  KHS 474  Exercise Physiology  4
  KHS 475  Applied Exercise Prescription  3
  KHS 490  Professional Seminar  1
  KHS 499  Kinesiology Internship  12

Choose 12 credits from the following for the Sports Management track
  KHS 375  Sociology of Sport and Exercise  4
  KHS 390  Sport Management  3
  KHS 391  Law and Sport  3
  KHS 392  Finance, Marketing and Fundraising in Sports  3
  KHS 393  Planning and Managing Sports Facilities  3

Sports Psychology Major: 48 credits (BA traditional)

Program Overview - The Sports Psychology major focuses on current psychology and kinesiology as foundational concepts in sport psychology. This exercise science degree prepares students for positions in settings such as injury rehabilitation, fitness/wellness centers, coaching, rehabilitation, health and wellness education. The program also serves as preparation for post-baccalaureate study in areas such as human growth, aging, exercise physiology, sports management and sport psychology. Students learn sport and psychological theory and have numerous opportunities to bridge theory into practical applications.

Required: 36 credits (Kinesiology core)
  KHS 125  Introduction to Kinesiology  1
  KHS 220  Epidemiological Foundations  4
  KHS 250  Technology, Media, Health and Your Environment  2
  KHS 400  Health Psychology  3
  KHS 436  Motor Development, Control and Motor Learning  3
  KHS 473  Biomechanics  3
  KHS 474  Exercise Physiology  4
  KHS 475  Applied Exercise Prescription  3
  KHS 490  Senior Seminar  1
  KHS 499  Kinesiology Internship  12

Choose 12 credits from the following for the Sports Psychology track
  KHS 375  Sociology of Sport and Exercise  4
  KHS 435  Sport Psychology  4
  PSY 330  Introduction to Counseling  4
  PSY 360  Abnormal Psychology  4
**Theatre Major: 44 credits (BA traditional)**

Program Overview – The Theatre major provides students a challenging variety of theatrical experiences that enrich their artistic, intellectual, cultural and spiritual life. Students will experience a rich blend of traditional classroom, hands-on laboratory, and performance opportunities that help them prepare for entry into professional careers in theatre, graduate study, or to support and strengthen their abilities and expertise in other fields such as education, business, or ministry.

### Prerequisites from General Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 101</td>
<td>Introduction to Theatre</td>
<td>2</td>
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</table>

### Required: 28 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>THR 111</td>
<td>Theatre in Practice I (4 semesters at 1 credit each)</td>
<td>4</td>
</tr>
<tr>
<td>THR 221</td>
<td>Acting I</td>
<td>4</td>
</tr>
<tr>
<td>THR 241</td>
<td>Script Analysis</td>
<td>4</td>
</tr>
<tr>
<td>THR 251</td>
<td>Stagecraft</td>
<td>4</td>
</tr>
<tr>
<td>THR 445</td>
<td>Theatre History, Theory, and Literature I</td>
<td>4</td>
</tr>
<tr>
<td>THR 446</td>
<td>Theatre History, Theory, and Literature II</td>
<td>4</td>
</tr>
<tr>
<td>THR 478</td>
<td>Directing</td>
<td>4</td>
</tr>
</tbody>
</table>

### Electives: 16 credits

8 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 355</td>
<td>Scenic Design</td>
<td>4</td>
</tr>
<tr>
<td>THR 356</td>
<td>Costume Design</td>
<td>4</td>
</tr>
<tr>
<td>THR 357</td>
<td>Lighting and Sound</td>
<td>4</td>
</tr>
</tbody>
</table>

8 credits from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 111</td>
<td>Theatre in Practice I</td>
<td>0 to 1</td>
</tr>
<tr>
<td>THR 112</td>
<td>Theatre in Practice II</td>
<td>2</td>
</tr>
<tr>
<td>THR 160</td>
<td>Introduction to Dance</td>
<td>2</td>
</tr>
<tr>
<td>THR 201</td>
<td>Dance for Musical Theatre</td>
<td>2 to 16</td>
</tr>
<tr>
<td>THR 203</td>
<td>Creative Dramatics</td>
<td>2</td>
</tr>
<tr>
<td>THR 251</td>
<td>Stagecraft</td>
<td>4</td>
</tr>
<tr>
<td>THR 262</td>
<td>Modern Dance Technique I</td>
<td>2</td>
</tr>
<tr>
<td>THR 263</td>
<td>Jazz Dance Technique I</td>
<td>2</td>
</tr>
<tr>
<td>THR 291</td>
<td>Topics in Theatre</td>
<td>1 to 4</td>
</tr>
<tr>
<td>THR 301</td>
<td>New York Theatre Tour</td>
<td>2</td>
</tr>
<tr>
<td>THR 302</td>
<td>London Theatre Tour</td>
<td>2</td>
</tr>
<tr>
<td>THR 321</td>
<td>Acting II</td>
<td>4</td>
</tr>
<tr>
<td>THR 326</td>
<td>Voice, Diction, Dialects</td>
<td>2</td>
</tr>
<tr>
<td>THR 355</td>
<td>Scenic Design</td>
<td>4</td>
</tr>
<tr>
<td>THR 356</td>
<td>Costume Design</td>
<td>4</td>
</tr>
<tr>
<td>THR 357</td>
<td>Lighting and Sound</td>
<td>4</td>
</tr>
<tr>
<td>THR 364</td>
<td>Tap Dance Technique I</td>
<td>2</td>
</tr>
<tr>
<td>THR 365</td>
<td>Dance History I</td>
<td>2</td>
</tr>
<tr>
<td>THR 366</td>
<td>Choreography/Composition I</td>
<td>2</td>
</tr>
<tr>
<td>THR 367</td>
<td>Tap Dance Technique II</td>
<td>2</td>
</tr>
<tr>
<td>THR 462</td>
<td>Modern Dance Technique II</td>
<td>2</td>
</tr>
<tr>
<td>THR 463</td>
<td>Jazz Dance Technique II</td>
<td>2</td>
</tr>
<tr>
<td>THR 464</td>
<td>Ballet Technique I</td>
<td>2</td>
</tr>
<tr>
<td>THR 465</td>
<td>Dance History II</td>
<td>2</td>
</tr>
<tr>
<td>THR 466</td>
<td>Choreography/Composition II</td>
<td>2</td>
</tr>
<tr>
<td>THR 467</td>
<td>Ballet Technique II</td>
<td>2</td>
</tr>
<tr>
<td>THR 468</td>
<td>Special Topics in Dance</td>
<td>2</td>
</tr>
<tr>
<td>THR 488</td>
<td>Theatre Independent Study</td>
<td>1 to 4</td>
</tr>
<tr>
<td>THR 492</td>
<td>Drama in the Life of the Church</td>
<td>4</td>
</tr>
<tr>
<td>THR 498</td>
<td>Theatre Internship</td>
<td>4 to 16</td>
</tr>
</tbody>
</table>

2012-2013 Academic Catalog

Concordia University, St. Paul, Minnesota
Theology Major: 43 credits (BA traditional)

Program Overview - The Theology major at Concordia University provides students with a thorough grounding in Biblical and Lutheran theology. Students develop a greater understanding of people, interrelationships, and morally important contemporary societal issues.

Required: 21 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THL 203</td>
<td>Old Testament Narrative</td>
<td>3</td>
</tr>
<tr>
<td>THL 241</td>
<td>Church History</td>
<td>3</td>
</tr>
<tr>
<td>THL 303</td>
<td>Old Testament II</td>
<td>2</td>
</tr>
<tr>
<td>THL 330</td>
<td>Our Living Faith</td>
<td>4</td>
</tr>
<tr>
<td>CHM 371</td>
<td>Mission of God in Christian Ministry</td>
<td>3</td>
</tr>
<tr>
<td>T HL 496</td>
<td>Senior Thesis</td>
<td>2</td>
</tr>
<tr>
<td>PHI 341</td>
<td>Major System of Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T HL 331</td>
<td>Seminar in Theology</td>
<td>4</td>
</tr>
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</table>

Electives: 22 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARC 250</td>
<td>Near Eastern Archaeology</td>
<td>4</td>
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<tr>
<td>ARC 351</td>
<td>Field Archaeology</td>
<td>4</td>
</tr>
<tr>
<td>ED 454</td>
<td>Teaching the Faith</td>
<td>2</td>
</tr>
<tr>
<td>T HL 320</td>
<td>Global Christianity</td>
<td>4</td>
</tr>
<tr>
<td>T HL 325</td>
<td>Christian Ethics for the Professional</td>
<td>4</td>
</tr>
<tr>
<td>T HL 334</td>
<td>Love and Hate</td>
<td>4</td>
</tr>
<tr>
<td>T HL 335</td>
<td>God, Death, and Destiny</td>
<td>4</td>
</tr>
<tr>
<td>T HL 336</td>
<td>Evil Meets Good</td>
<td>4</td>
</tr>
<tr>
<td>T HL 341</td>
<td>Lutheran Confessional Writings</td>
<td>3</td>
</tr>
<tr>
<td>T HL 350</td>
<td>Religions of the World</td>
<td>4</td>
</tr>
<tr>
<td>T HL 351</td>
<td>Jesus and Muhammad</td>
<td>4</td>
</tr>
<tr>
<td>T HL 352</td>
<td>Is God Green?</td>
<td>4</td>
</tr>
<tr>
<td>T HL 356</td>
<td>One Nation Under God?</td>
<td>4</td>
</tr>
<tr>
<td>T HL 357</td>
<td>Christianity and the Media in Contemporary Culture</td>
<td>4</td>
</tr>
<tr>
<td>T HL 409</td>
<td>Studies in Biblical Theology (repeatable)</td>
<td>2</td>
</tr>
<tr>
<td>T HL 422</td>
<td>Christian Ministry and Practice</td>
<td>3</td>
</tr>
<tr>
<td>T HL 439</td>
<td>Studies in Christian History and Thought (repeatable)</td>
<td>2</td>
</tr>
<tr>
<td>T HL 460</td>
<td>Worship for Lutherans</td>
<td>2</td>
</tr>
<tr>
<td>T HL 488</td>
<td>Independent Study</td>
<td>1 to 4</td>
</tr>
</tbody>
</table>

Biblical Language block: 16 credits

Liberal Studies block: 16 credits

Biblical Studies Block

Required: GRK 212 for 4 credits and HBR 312 for 4 credits

Electives: any other Greek or Hebrew courses to total 8 credits

Liberal Studies Block

Students select a coherent grouping of 300 and 400 level courses form the liberal arts and sciences with the approval of the department. Approval must be granted before enrollment in the second course in the sequence. A portfolio will be created.
Visual Art Education/Teaching (K-12) Major: 88 – 94 credits (BA traditional)

Program Overview - An Art Education major at Concordia University prepares a student to teach art K –12 through mentorships with professors in a supportive environment. Students learn sophisticated knowledge of the field and effective teaching skills needed to pass along that knowledge to their future students. Successful students have futures in any school setting or graduate school for advanced degree work. Admission to the major is by application and interview in the Department of Teacher Education. Applicants present a portfolio of their work in their sophomore or junior year. Completion of a major in Art Education includes a written statement of artistic development and participation in a senior Art major group exhibition, normally held in the spring of the senior year. Majors also must complete ED 354 and all other requirements for licensure (see Department of Education). ART 101 is considered introductory to all other art experiences, ART 110 and ART 117 studio courses are considered introductory to other studio experiences.

Prerequisites from General Education
ART 101 Approaching Art 2
PSY 101 Introduction to Psychology 4

Grades K – 12 Art Teaching Major required courses: 44 – 46 credits
Complete content major with 2.75 GPA
ART 100 Fine Arts Colloquium 1
ART 102 2-D Design 2 or 3
ART 103 3-D Design 2 or 3
ART 111 Drawing I 3
ART 121 Painting I 3
ART 141 Photography I 3
ART 151 Sculpture I 3
ART 161 Ceramics I 3
ART 202 Digital Art I 3
ART 211 Illustration 3
ART 231 Relief Printmaking 3
ART 311 Figure Drawing 4
ART 499 Professionalism and Exhibition 1

ART 371 Ancient Western Art 3
or
ART 372 Early Epochs of Christian Art 3
or
ART 373 Italian Renaissance and Baroque Art 3

Choose one of the following
ART 271 Art of Mexico 3
ART 272 Art of Asia 3
ART 273 Ethnographic Art 3
ART 370 Mexican Art and Culture 3

Electives: in one studio area as arranged with advisor 4

Prerequisites to Admission to Teacher Education: 10 to 14 credits
ED 201 Introduction to and Foundations of Education (+15 hours of HR Activity) 3
PSY 210 Child Psychology and Development 4
PSY 220 Adolescent Psychology 4
or
PSY 215 Child and Adolescent Developmental Psychology 4
ED 336 Educational Psychology (+ 15 hours HR Activity) 3
**Prerequisites to Student Teaching:** 18 credits

Complete content major with 2.75 GPA

Complete all four Human Relations Activity Reports

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 357</td>
<td>Art in Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>ART 358</td>
<td>Advanced Art Education</td>
<td>2</td>
</tr>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 346</td>
<td>Effective Middle School Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 347</td>
<td>Effective Secondary Teacher</td>
<td>2</td>
</tr>
<tr>
<td>ED 439</td>
<td>The Inclusive Classroom (+15 hours HR Activity)</td>
<td>2</td>
</tr>
<tr>
<td>ED 447</td>
<td>Teaching Elementary Art</td>
<td>1</td>
</tr>
<tr>
<td>ED 487</td>
<td>Reading Across the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>KHS 470</td>
<td>Health Education for Teachers</td>
<td>2</td>
</tr>
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</table>

**Student Teaching:** 16 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ED 472.08</td>
<td>Student Teaching Grades K – 12 Visual Art</td>
<td>16</td>
</tr>
</tbody>
</table>
UNDERGRADUATE MINORS

Accounting Minor: 20 credits (traditional or online; drop into cohort)
Required: 20 credits. Courses should be taken in sequence.
- ACC 201 Principles of Accounting I 4
- ACC 202 Principles of Accounting II 4
- ACC 311 Intermediate Accounting I 4
- ACC 312 Intermediate Accounting II 4
- ACC 413 Cost Accounting 4

Art History Minor: 24 credits
Prerequisites from General Education
- ART 101 Approaching Art 2

Required: 12 credits
- ART 111 Drawing I 3
- ART 171 Survey of Western Art I 3
- ART 172 Survey of Western Art II 3
- ART 491 Theories in Contemporary Art 3

Electives: 12 credits
- ART 271 Art of Mexico 3
- ART 272 Art of Asia 3
- ART 273 Ethnographic Art 3
- ART 370 Mexican Art and Culture 2 to 4
- ART 372 Early Epoch of Christian Art 3
- ART 373 Italian Renaissance and Baroque Art 3
- ART 472 19th and 20th Century Art and Design 4
- ART 473 History of Photography 3
- ART 481 Topics in Art: _____ 1 to 4

Any foreign language or history course 4

Art Studio Minor: 25 credits
Prerequisites from General Education
- ART 101 Approaching Art 2

Required: 9 credits
- ART 102 2D Design 3
- ART 111 Drawing I 3
- ART 121 Painting I 3
- 3 to 4 credits of any Art History course or courses 3 to 4
- 12 to 13 credits of any Art Studio courses 12 to 13

Bible Translation Minor: 24 credits
Prerequisites
- GRK 211 Biblical Greek I 4
- GRK 212 Biblical Greek II 4

Required: 18 credits
- HBR 311 Biblical Hebrew I 4
- HBR 312 Biblical Hebrew II 4

From Summer Institute of Linguistics, University of North Dakota
- LING 450 Articulatory Phonetics 2
- LING 452 Syntax and Morphology I 4
LING 470 Introduction to Sociolinguistics 1
LING 480 Learner-Directed Second Language Acquisition 3

Electives: 6 credits
GRK 312 Matthew 2
GRK 314 Mark 2
GRK 316 Luke 2
GRK 412 Galatians and Romans 2
GRK 414 Corinthians 2
GRK 416 General Epistles 2
HBR 411 Biblical Hebrew: Prose Readings 2
HBR 413 Biblical Hebrew: Readings in Poetry 2

Biblical Languages Minor: 22 credits
Required: 16 credits
GRK 211 Biblical Greek I 4
GRK 212 Biblical Greek II 4
HBR 311 Biblical Hebrew I 4
HBR 312 Biblical Hebrew II 4
Electives: 6 credits
GRK 312 Matthew 2
GRK 314 Mark 2
GRK 316 Luke 2
GRK 412 Galatians and Romans 2
GRK 414 Corinthians 2
GRK 416 General Epistles 2
HBR 411 Readings in Prose 2
HBR 413 Readings in Poetry 2

Biology Minor: 26 credits
Prerequisites from General Education
BIO 120 Biology I: The Unity of Life 4
CHE 110 Chemistry in Perspective 3
or
CHE 115 General Chemistry I 4
Required: 8 credits
BIO 130 Biology II: The Diversity of Life 4
BIO 210 Genetics 4
or
BIO 330 Cell Biology 4
Electives: 18 credits (at least four courses with at least two 300 or 400 level)
BIO 200 Outdoor Biology 2
BIO 220 Plant Biology 4
BIO 230 Animal Biology and Physiology 4
BIO 240 Molecular Biology Techniques 4
BIO 256 Research in Biology 1 to 4
BIO 300 Microbiology 4
BIO 315 Human Anatomy and Physiology I 4
BIO 316 Human Anatomy and Physiology II 4
BIO 320 Ecology 4
BIO 410 Developmental Biology 3
BIO 420 Bacterial Pathogenesis 3
BIO 430 Immunology 3
BIO 450 Topic Seminar (maximum of two) 2
BIO 455  Research Proposal  1
and
BIO 456  Research in Biology  4

CHEM 328  Intro to Biochemistry  4

**Business Minor: 20 credits (online; drop into cohort)**
Courses should be taken in sequence.
BUS 310  Organizational Behavior  4
BUS 350  Innovative Marketing and Social Media  4
BUS 360  Corporate Accounting and Budgeting  4
BUS 410  Operations, Technology, and Quality Management  4
BUS 430  Legal and Ethical Environment of Business  4

**Business Minor: 20 credits (traditional)**
ACC 201  Principles of Accounting I  4
LAW 401  Legal Environment of Business  4
MAN 301  Organizational Behavior  4
MAN 302  Operations and Quality Management  4
MAR 301  Principles of Marketing  4

**Chemistry Minor: 21 credits**
Required: 15 to 16 credits
CHE 115  General Chemistry I  4
CHE 116  General Chemistry II  4
CHE 221  Organic Chemistry  4
CHE 230  Environmental Chemistry  3

or
CHM 326  Analytical Chemistry I  4

Electives: 5 to 6 credits
CHE 222  Organic Chemistry II  4
CHE 230  Environmental Chemistry  3
CHE 326  Analytical Chemistry I  4
CHE 327  Analytical Chemistry II  4
CHE 328  Biochemistry  4
CHE 431  Advanced Inorganic Chemistry  3
CHE 456  Research in Chemistry  1 to 6
CHE 498  Internship in Chemistry  1 to 4
CHE xxx  Chemistry Elective  1 to 4

**Communications Studies Minor: 24 credits**
Prerequisite from General Education
COM 103  Communication Fundamentals  4
Required: 12 credits
COM 205  Group Communication and Facilitation  3
COM 212  Public Speaking and Performance  4
COM 222  Mass Communication  4
COM 223  Broadcast Production  1

Electives: 12 credits
ENG 221  Journalism (required if less than B in ENG 120)  4
COM 224  Introduction to Video Production  3
COM 309  Intercultural Communication  4
COM 322  History of Film and Television  3
COM 323  TV Producer Practicum  3
COM 324  Intermediate Video Post-Production  3
COM 327  Television News Gathering 3
COM 363  Interviewing for the Professional 2
COM 364  The Job Interview 2
COM 403  Family Communication 3
COM 424  Video Production Capstone 3
COM 478  Organizational Communication 3

Community Arts Minor: 24 credits
Prerequisites from General Education
ART 101  Approaching Art 2

Required: 15 credits
ART 111  Drawing I 3
ART 300  Community Arts 4
ART 498  Community Arts Internship 8

Electives: 9 credits
ART 102  2D Design 2
ART 103  3D Design 2
ART 121  Painting I 3
ART 141  Photography I 3
ART 151  Sculpture I 3
ART 161  Ceramics I 3
ART 202  Digital Art I 3
ART 232  Screen Printmaking 3

Community Health Science Minor: 20 credits
Required: 20 credits
KHS 220  Epidemiological Foundations 4
KHS 250  Technology and Media 2
KHS 300  Applied Nutrition 4
KHS 310  Drug Education 2
KHS 320  Human Life Experience 4
KHS 400  Health Psychology 4

Confessional Lutheranism Minor: 23 credits
Required: 23 credits. This sequence is suggested.
THL 203  Old Testament Narrative 3
THL 206  New Testament 3
THL 241  Church History 3
THL 303  Old Testament II 2
THL 330  Our Living Faith 4
THL 341  Lutheran Confessional Writings 3
THL 422  Christian Ministry and Practice 3
THL 460  Worship for Lutherans 2

Criminal Justice Minor: 24 credits
Required: 16 credits
SOC 152  Introduction to Sociology 4
SOC 256  Introduction to Criminal Justice 4
SOC 351  Juvenile Justice 4
SOC 352  Police and Community 4

Electives: 8 credits
PSY 101  Introduction to Psychology 4
SOC 253  Marriage and the Family 4
SOC 325  Minnesota Criminal Codes and Statutes 2
SOC 354  Sociology of Law 4
SOC 357  Class and Community  4
SOC 358  Minority Groups  4
SOC 359  Sociology and Social Welfare  4
SOC 451  Social Psychology  4

Dance Minor: 24 credits
Required: 24 credits
THR 160  Introduction to Dance  2
THR 201  Dance for the Musical Theatre  2
THR 262  Modern Dance Technique I  2
THR 263  Jazz Dance Technique I  2
THR 364  Tap Dance Technique I  2
THR 365  Dance History I  2
THR 366  Choreography and Composition I  2
THR 462  Modern Dance Technique II  2
THR 463  Jazz Dance Technique II  2
THR 464  Tap Dance Technique II  2
THR 465  Dance History II  2
THR 466  Choreography and Composition II  2

Design Minor: 24 credits
Prerequisites from General Education
ART 101  Approaching Art  2
Required: 24 credits
ART 102  2D Design  3
ART 103  3D Design  2
ART 105  Color Theory  3
ART 111  Drawing I  3
ART 141  Photography I  3
ART 212  Illustration  3
ART 282  Graphic Design I  3
ART 472  19th and 20th Century Art and Design  4

Education Minor: 22 credits
One Developmental Psychology course (PSY 210, PSY 215, PSY 220, or ED 418)  4
ED 330  Human Diversity and Relations  2
ED 336  Educational Psychology  3
One Effective Teacher course (ECE 321, ECE325, ECE 326, ED 345, ED 346, or ED 347)  2 to 4
Upper level education courses to total 22 credits (ECE, ED, MUS 356, MUS 36x, MUS 456, MUS 457, ART 357, or ART 358)  9 to 11

English Minor: 24 credits
Prerequisites from General Education
COM 103  Communication Fundamentals  4
or
COM 212  Public Speaking and Performance  4
ENG 120  College Writing  4
ENG 155  Introduction to Literature  4

Required: 4 credits
ENG 420  Persuasive Writing on Contemporary Issues  4

Electives: 20 credits
Choose 4 credits from each of the following pairs of courses
ENG 365  British Literature I  4
or
ENG 366  British Literature II  4
ENG 366  British Literature II  4
ENG 375  World Literature I  4
or  ENG 376  World Literature II  4
ENG 385  American Literature I  4
or  ENG 386  American Literature II  4

Choose 8 credits from 300 or 400 level English courses  8

Environmental Science Minor: 21 credits
Required: 16 credits
BIO 231  Field Biodiversity and Natural Science  4
BIO 320  Ecology  4
CHE 115  General Chemistry I  4
SCI 324  Environmental Issues  4

Electives: at least 5 credits
CHE 116  General Chemistry II  4
CHE 230  Environmental Chemistry  3
ESC 320  Physical Geology  4
SCI 325  Environmental Ethics  2

Family Studies Minor: 24 credits
Prerequisites from General Education
PSY 101  Introduction to Psychology  4
SOC 152  Introduction to Sociology  4

Required: 15 credits
COM 403  Family Communication  4
FAS 300  Methods and Materials of Family  3
FAS 400  Family Systems, Structures and Relationships  4
SOC 253  Marriage and Family  4

Electives: 9 credits
Choose one of the following three courses:
PSY 210  Child Psychology and Development  4
PSY 220  Adolescent Psychology  4
SOC 353  Themes in Adult Development and Aging with A Lifespan Perspective  4

Choose 5 credits from among the following:
HMG 254  People and Culture of Southeast Asia  4
HMG 255  People and Culture of China  4
KHS 320  Human Life Experience  3
PSY 210  Child Psychology and Development  4
PSY 220  Adolescent Psychology  4
PSY 240  Psychology and Family on Video  3
SOC 353  Themes in Adult Development and Aging with A Lifespan Perspective  4
SOC 358  Minority Groups  4
SOC 359  Social Welfare as a Institution  4

Finance Minor: 20 credits (traditional)
Courses should be taken in sequence.
ACC 201  Principles of Accounting I  4
FIN 301  Corporate Finance I  4
FIN 302  Corporate Finance II  4
ECO 401  Global Economics  4
FIN 411  Investments and Capital Markets  4

**Food Industry Management: 20 credits (online; drop into cohort)**
Courses should be taken in sequence.
- FRM 321  Food Marketing and Merchandising Strategy  4
- FRM 341  Understanding Food Consumers  4
- FRM 351  Retail Food Operations Management  4
- FRM 400  Category Management  4
- FRM 420  Food Supply Chain Management  4

**Gerontology Minor: 22 credits**
Prerequisites: 4 credits
- PSY 101  Introduction to Psychology  4
  or
- SOC 152  Introduction to Sociology  4

Required: 22 credits
- SOC 353  Themes in Adult Development and Aging with A Lifespan Perspective  4
- BIO 415  Biology of Aging  3
- KHS 445  Ethics and Decision Making in Health Care Environments  4
- FAS 400  Family Systems, Structures and Relationships  4
- KHS 439  Physical Dimensions of Aging  3
- PSY 360  Abnormal Psychology  4

**History Minor: 24 credits**
Required: 8 credits
- HIS 212  Introduction to History  4
- HIS 401  Research and Writing in History  2
- HIS 487  Readings Seminar: Topics in History  2

Electives: Choose one course in each of the following pairs: 8 credits
- HIS 231  U.S.A. to 1877  4
  or
- HIS 233  U.S.A. s1789 to Present  4
- HIS 267  Introduction to Latin America  4
  or
- HIS 285  European History since 1789  4

Electives: 8 credits
Choose any 300 or 400 level History (HIS) or Political Science (POL) courses

**Hmong Studies Minor: 24 credits**
Required: 10 credits
- HMG 101  Introduction to Hmong Studies  2
- HMG 110  Introduction to Hmong History  4
- HMG 201  Hmong Culture and Society  4

Electives: 14 credits
- COM 309  Intercultural Communication  4
- FAS 400  Family Systems, Structure and Relationships  4
- HIS 339  Race and Ethnicity in American History  4
- HIS 393  Modern China, 1911 - Present  4
- HMG 202  Hmong Literature and Art  4
- HMG 254  People and Culture of Southeast Asia  4
- HMG 255  People and Culture of China  4
- HMG 301  Hmong Cosmology and Beliefs  4
HMG 327  Reading and Writing for Hmong  2
HMG 328  Reading and Writing for Hmong – Intermediate  2
POL 241  Contemporary World Problems: An Introduction to Global Politics  4
SOC 357  Class and Community  4
SOC 358  Minority Groups  4

**Human Resource Management Minor: 20 credits (online; drop into cohort)**

Courses should be taken in sequence.

- HRM 320  Advanced Human Resource Management  4
- HRM 350  Legal Issues in Human Resources  4
- HRM 352  Staffing the Organization  4
- HRM 410  Organizational Development and Change  4
- HRM 470  Strategic Human Resources  4

**Information Technology Management Minor: 20 credits (online; drop into cohort)**

Courses should be taken in sequence.

- ITM 351  Bridging the Technology Business Gap  4
- ITM 342  Project and Lifecycle Management  4
- ITM 410  Business-Driven Information System and Security  4
- ITM 420  Applied Systems Analysis and Design  4
- ITM 425  Data Management for Intelligent Business  4

**International Studies Minor: 24 credits**

Required: 12 credits

- POL 241  Contemporary World Problems: An Introduction to Global Politics  4
- POL 334  U.S. Foreign Policy  4
- POL 401  Research and Writing in Political Science  2
- POL 487  Readings Seminar: Topics in Political Science  2

Electives: 12 credits

- COM 309  Intercultural Communication  4
- ECO 401  Global Economics  4
- HIS/POL/ITS courses  up to 12
- Art (variety of courses)  up to 4
- Foreign Language  up to 8
- Hmong Studies (variety of courses)  up to 4
- Internship – up to 4  Study Abroad – up to 8

**Leadership Minor: 20 credits (online; drop into cohort)**

Courses should be taken in sequence.

- OML 300  Group Dynamics and Organizational Culture  4
- OML 310  Systems Theory and Organizational Leadership  4
- OML 330  Strategic Planning and Project Management  4
- OML 340  Interpersonal and Intercultural Communications  4
- OML 420  Personal and Organizational Management and Leadership  4

**Marketing Minor: 20 credits**

- MAR 301  Principles of Marketing  4
- MAR 312  Consumer Behavior (prerequisite MAR 301)  4
- MAR 313  Sales and Promotion (prerequisite MAR 301)  4
- MAR 413  Marketing Research (prerequisite MAR 301)  4
- MAR 414  Marketing Management (prerequisite MAR 301)  4

**Marketing Management Minor: 20 credits (online; drop into cohort)**

Courses should be taken in sequence.

- MKM 321  Marketing Innovation  4
- MKM 330  Integrated Marketing Communications  4
MKM 350  Interactive and Mobile Marketing  4  
MKM 360  International Marketing  4  
MKM 441  Marketing Strategy  4  

Mathematics Minor: 21 credits  
Required: 15 or 16 credits  
MAT 135  Calculus I  4  
MAT 145  Calculus II  5  
MAT 220  Discrete Mathematics  3  
MAT 110 or MAT 230  3 or 4  
Electives: 5 or 6 credits (at least one from MAT 310, MAT 365, MAT 450, or MAT 460)  
CSC 301  Programming and Problem Solving  3  
MAT 255  Calculus III  4  
MAT 305  Foundations of Geometry  3  
MAT 310  Linear Algebra  3  
MAT 365  Differential Equations  3  
MAT 450  Abstract Algebra  4  
MAT 460  Foundations of Analysis  4  
MAT 478  Mathematics Seminar  2  
MAT 488  Independent Study in Mathematics  1 to 4  

Music Minor: 24 credits  
Prerequisites:  
Students enter the program with music-reading ability and previous music performance experience and study.  
The level of each student’s abilities and experience will be initially assessed through a music placement survey,  
auditions for ensembles and placement evaluations by private lesson instructors. Based on this assessment, the  
student may be required to take one or more of the following courses:  
MUS 101  Basic Musicianship  2  
MUS 111  Class Piano I  2  
MUS 112  Class Piano II  2  
Prerequisites from General Education  
MUS 120  Listening to Life: Western Classical Music  2  
or  
MUS 121  Listening to Life: Global and Popular Music  2  
Required: 13 credits  
MUS 201  Musicianship I  4  
MUS 202  Musicianship II  4  
MUS 7xx 2 semesters of ensemble at 0-2 credits each  0-4  
MUS 8xx 2 semesters of private lessons @1 credit each  2  
One of the following Music History courses:  
MUS 321, MUS 322, or MUS 323  3  
Electives: 11 credits  
May be chosen from any music offerings (including private lessons and ensembles beyond those required).  
Additional Requirements: Students must attend two recitals or concerts per year and document such in their Music  
Portfolio. The Portfolios should be submitted for review each year by November 1 to the Chair of the Music Department.  
A minimum of a 2.5 GPA is required in music coursework.  

Non-Profit Management Minor: 20 credits (traditional)  
ACC 201  Principles of Accounting I  4  
MAN 301  Organizational Behavior  4  
MAN 460  Managing Teams Communication Projects  4  
MAR 301  Principles of Marketing  4  
MAN 498  Non-Profit Internship  4
### Photography Minor: 23 or 24 credits (traditional)
Prerequisites from General Education and Electives: 5 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 101</td>
<td>Approaching Art</td>
<td>2</td>
</tr>
<tr>
<td>ART 102</td>
<td>2-D Design</td>
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Required: 23 or 24 credits

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 202</td>
<td>Digital Art I</td>
<td>3</td>
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<tr>
<td>ART 241</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>ART 341</td>
<td>Photography II</td>
<td>3</td>
</tr>
<tr>
<td>ART 342</td>
<td>Digital Photography</td>
<td>2</td>
</tr>
<tr>
<td>ART 441</td>
<td>Advanced Photography</td>
<td>4</td>
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<tr>
<td>ART 473</td>
<td>History of Photography</td>
<td>3</td>
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<tr>
<td>ART 172</td>
<td>Survey of Western Art II</td>
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or

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 472</td>
<td>19th and 20th Century Art and Design</td>
<td>4</td>
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<tr>
<td>ART 498</td>
<td>Photography Internship</td>
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### Political Science Minor: 24 credits
Required: 16 credits

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>POL 131</td>
<td>American Government</td>
<td>4</td>
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<tr>
<td>POL 241</td>
<td>World Problems: An Introduction to Global Politics</td>
<td>4</td>
</tr>
<tr>
<td>POL 242</td>
<td>State and Local Government</td>
<td>4</td>
</tr>
<tr>
<td>POL 401</td>
<td>Research and Writing in Political Science</td>
<td>2</td>
</tr>
<tr>
<td>POL 487</td>
<td>Readings Seminar: Topics in Political Science</td>
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</table>

Electives: 8 credits

300 or 400 level History or Political Science courses

### Psychology Minor: 20 credits
Required: 8 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 330</td>
<td>Introduction to Counseling</td>
<td>4</td>
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</table>

Electives: 12 credits

Choose 4 credits from the following:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 210</td>
<td>Child Psychology and Development</td>
<td>4</td>
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or

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 220</td>
<td>Adolescent Psychology</td>
<td>4</td>
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or

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOC 353</td>
<td>Themes in Adult Development and Aging with a Lifespan Perspective</td>
<td>4</td>
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Choose 8 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FAS 400</td>
<td>Family Systems, Structures and Relationships</td>
<td>4</td>
</tr>
<tr>
<td>KHS 435</td>
<td>Sport Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 210 *</td>
<td>Child Psychology and Development</td>
<td>4</td>
</tr>
<tr>
<td>PSY 220 *</td>
<td>Adolescent Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 240</td>
<td>Psychology and Family on Video</td>
<td>3</td>
</tr>
<tr>
<td>PSY 300</td>
<td>Cognition, Learning and Memory</td>
<td>4</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Physiological Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Sensation and Perception</td>
<td>4</td>
</tr>
<tr>
<td>PSY 340</td>
<td>Introduction to Industrial/Organizational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Abnormal Psychology</td>
<td>4</td>
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</tbody>
</table>
PSY 370  Introduction to Personality Theories  4
PSY 380  Research Methods with Statistical Applications  4
PSY 381  Psychology Research Seminar  4
PSY 488  Independent Study  1 to 4
PSY 490  Seminar on Psychological Topics  3
PSY 491  Preparing for Graduate School  1
SOC 355 *  Themes in Adult Development and Aging with a Lifespan Perspective  4
SOC 451  Social Psychology  4
*If not taken above

Religion Minor: 19 or 20 credits
Choose one: 3 or 4 credits
THL 100  The Biblical Heritage of Christianity  4
THL 206  New Testament  3

Required: 4 credits
THL 350  Religions of the World  4

Electives: 12 credits
THL 320  Global Christianity  4
THL 325  Christian Ethics for the Professional  4
THL 334  Love and Hate  4
THL 335  God, Death, and Destiny  4
THL 336  Evil Meets Good  4
THL 351  Jesus and Muhammad  4
THL 352  Is God Green?  4
THL 356  One Nation under God?  4
THL 357  Christianity and the Media  4

Sales and Business Development Minor: 20 credits
Courses should be taken in sequence.
MAR 301  Principles of Marketing  4
SLS 300  Introduction to Professional Selling  4
SLS 350  Advanced Professional Selling  4
SLS 400  Sales Management and Business Development  4
SLS 450  Sales for Social Impact  4

Sociology Minor: 24 credits
Prerequisites from General Education
MAT 110  Introduction to Statistics  3

Required: 12 credits
SOC 152  Introduction to Sociology  4
SOC 453  Social Theory  4
SOC 454  Sociological Research Methods and Statistics  4

Electives: 12 credits
HMG 254  People and Culture of Southeast Asia  4
HMG 255  People and Culture of China  4
SOC 253  Marriage and the Family  4
SOC 256  Introduction to Criminal Justice  4
SOC 351  Juvenile Justice  4
SOC 352  Police and Community  4
SOC 353  Themes in Adult Development and Aging with a Lifespan Perspective  4
SOC 354  Sociology of Law  4
SOC 357  Class and Community  4
SOC 358  Minority Groups  4
SOC 359  Social Welfare as an Institution  4
Spanish Minor: 24 credits

Prerequisites:

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPA 101</td>
<td>Beginning Spanish I: First Semester</td>
<td>4</td>
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<tr>
<td>SPA 102</td>
<td>Beginning Spanish I: Second Semester</td>
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Required: 16 credits

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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPA 201</td>
<td>Intermediate Spanish II: First Semester</td>
<td>4</td>
</tr>
<tr>
<td>SPA 202</td>
<td>Intermediate Spanish II: Second Semester</td>
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</tr>
<tr>
<td>SPA 301</td>
<td>Advanced Spanish III: First Semester</td>
<td>4</td>
</tr>
<tr>
<td>SPA 302</td>
<td>Advanced Spanish III: Second Semester</td>
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Electives: 8 credits

<table>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPA 401</td>
<td>Advanced Spanish IV: Topics in Spanish</td>
<td>4</td>
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<tr>
<td>SPA 402</td>
<td>Advanced Spanish IV: Readings in Contemporary Spanish Literature</td>
<td>4</td>
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<tr>
<td>SPA 403</td>
<td>Advanced Spanish IV: Voices of Latinos in the U.S.</td>
<td>4</td>
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<tr>
<td>SPA 488</td>
<td>Independent Study</td>
<td>1 to 4</td>
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<tr>
<td>SPA 498</td>
<td>Internship</td>
<td>1 to 4</td>
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Special Education Minor: 21 or 22 credits

Required:

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<th>Course Code</th>
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<tbody>
<tr>
<td>ED 336</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 330</td>
<td>Human Diversity and Relations</td>
<td>2</td>
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<tr>
<td>ED 380</td>
<td>Education of the Exceptional Learner</td>
<td>3</td>
</tr>
<tr>
<td>ED 382</td>
<td>Teaching Students with Linguistic Differences or Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>ED 385</td>
<td>Foundations of Education</td>
<td>2</td>
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<tr>
<td>ED 481</td>
<td>Teaching Students with Learning and Behavioral Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 483</td>
<td>Collaborative Teaching in Inclusive Settings</td>
<td>3</td>
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<tr>
<td>ED 372</td>
<td>General Education Practicum</td>
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<tr>
<td>or</td>
<td>ED 371.02 K-6 Practicum</td>
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Theatre Minor: 24 credits

Prerequisite from General Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THR 101</td>
<td>Introduction to Theatre</td>
<td>2</td>
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Required: 24 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THR 221</td>
<td>Acting I</td>
<td>4</td>
</tr>
<tr>
<td>THR 241</td>
<td>Script Analysis</td>
<td>4</td>
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<tr>
<td>THR 251</td>
<td>Stagecraft</td>
<td>4</td>
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<tr>
<td>THR 478</td>
<td>Directing</td>
<td>4</td>
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Choose 4 credits from the following:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>THR 445</td>
<td>Theatre History, Theory, and Literature I</td>
<td>4</td>
</tr>
<tr>
<td>THR 446</td>
<td>Theatre History, Theory, and Literature II</td>
<td>4</td>
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Choose 4 credits from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 369</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>THR 111</td>
<td>Theatre in Practice I</td>
<td>0 to 1</td>
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<tr>
<td>THR 112</td>
<td>Theatre in Practice II</td>
<td>2</td>
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<tr>
<td>THR 201</td>
<td>Dance for the Musical Theatre</td>
<td>2</td>
</tr>
<tr>
<td>THR 203</td>
<td>Creative Dramatics</td>
<td>2</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
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</tr>
<tr>
<td>THR 251</td>
<td>Stagecraft</td>
<td>4</td>
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<tr>
<td>THR 253</td>
<td>Makeup for the Stage</td>
<td>2</td>
</tr>
<tr>
<td>THR 291</td>
<td>Topics in Theatre</td>
<td>1 to 4</td>
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<tr>
<td>THR 301</td>
<td>New York Theatre Tour</td>
<td>2</td>
</tr>
<tr>
<td>THR 302</td>
<td>London Theatre Tour</td>
<td>2</td>
</tr>
<tr>
<td>THR 321</td>
<td>Acting II</td>
<td>4</td>
</tr>
<tr>
<td>THR 326</td>
<td>Voice, Diction and Dialects</td>
<td>2</td>
</tr>
<tr>
<td>THR 355</td>
<td>Scenic Design</td>
<td>4</td>
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<tr>
<td>THR 356</td>
<td>Costume Design</td>
<td>4</td>
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<tr>
<td>THR 357</td>
<td>Lighting and Sound</td>
<td>4</td>
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<tr>
<td>THR 445</td>
<td>Theatre History, Theory and Literature I</td>
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</tr>
<tr>
<td>THR 446</td>
<td>Theatre History, Theory and Literature II</td>
<td>4</td>
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<tr>
<td>THR 488</td>
<td>Independent Study in Theatre</td>
<td>1 to 4</td>
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<tr>
<td>THR 492</td>
<td>Drama in the Life of the Church</td>
<td>4</td>
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<tr>
<td>THR 498</td>
<td>Theatre Internship</td>
<td>4 to 16</td>
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</table>

**Writing Minor: 23 credits**

Prerequisites from General Education

ENG 120 College Writing 4

Required: 7 credits

ENG 220 Applied Grammar 2  
ENG 420 Persuasive Writing on Contemporary Issues 4  
ENG 488 Independent Study (senior year for portfolio revisions) 1

Electives: 16 credits

ENG 221 Journalism 4  
ENG 222 Journalism Practicum 1  
ENG 227 Column Writing 2  
ENG 228 Review Writing 2  
ENG 320 Writing in the Workplace (subtopic varies) 2  
ENG 324 Teaching Writing 1:1 2  
ENG 325 Creative Writing 4  
ENG 328 History and Principles of the English Language 2  
ENG 498 Internship 1 to 4

**Writing/Communications Minor: 24 credits**

Prerequisites from General Education

COM 103 Communication Fundamentals 4  
or  
COM 212 Public Speaking and Performance 4

ENG 120 College Writing 4

Electives: 24 credits with at least 8 from Communication Studies and 8 from English

COM 205 Group Communication and Facilitation 3  
COM 212 Public Speaking and Performance 4  
COM 222 Mass Communication 4  
COM 309 Intercultural Communication 4  
COM 363 Interviewing for the Professional 2  
COM 364 The Job Interview 2  
COM 478 Organizational Communication 3  
ENG 220 Applied Grammar 2  
ENG 221 Journalism 4  
ENG 222 Journalism Practicum 1  
ENG 227 Column Writing 2  
ENG 228 Review Writing 2  
ENG 320 Writing in the Workplace (subtopic varies) 2  
ENG 324 Teaching Writing 1:1 2
ENG 325  Creative Writing  4
ENG 326  Topics in Writing (subtopic varies)  2
ENG 420  Persuasive Writing on Contemporary Issues  4

Certifications
• Director of Christian Education (DCE)
• Director of Christian Education/Lutheran Classroom Teacher (DCE/LCT)
• Director of Christian Outreach (DCO)
• Director of Parish Music (DPM)
• Lutheran Classroom Teacher (LCT)

Certifications through Colloquy
• Director of Christian Education (DCE)
• Director of Christian Outreach (DCO)
• Lutheran Classroom Teacher (LCT)

Specialty Studies
• Archaeology
• Pre-Pastoral Studies
• Pre-Deaconess Studies
• U4C (Urban Cross-Cultural College Consortium)
GRADUATE PROGRAMS – ACADEMIC INFORMATION

Definition of Academic Terms

A credit means a semester hour credit. It represents one class meeting of fifty minutes or a laboratory double period of one hundred minutes each week for one semester of the academic year.

An academic hour or credit is equivalent to a 50-minute period per week for 15 weeks or 750 minutes total. One credit requires 1500 additional minutes of engaged time.

An endorsement is a focused group of courses within a graduate program that leads to a state licensure.

An emphasis is a focused group of courses within a graduate program that may or may not lead to a certification or a licensure.

Full-time graduate students are students who have been formally accepted into a graduate degree program and enrolled in a minimum of 6 credits in a semester. Half-time Graduate Students are students who have been formally accepted into a graduate degree program and are enrolled in three to five credits in a semester. Visiting students” are those students who have registered for graduate courses but have not been admitted to a program.

A Master of Arts degree consists of at least 30 semester credits. All programs include a survey of the academic field, ethics, diversity, research, and a capstone course.

There are three 14/15-week semesters offered at Concordia University. Graduate students typically take two seven-week courses in each semester.

A transcript of credits is a certified record of all grades earned and all courses attempted at a given school, college, or university.

ACADEMIC POLICIES AND PROCEDURES – GRADUATE

Fulltime Status

Graduate students are considered full-time students when they have been admitted to the university and are registered for a minimum of 6 credits per semester.

Time Limits for Completion

Master of Arts degree programs at Concordia University must be completed within five years of the first date of the first class of attendance.

Repeating Courses

Students may repeat a course. If students repeat a course, both courses remain on the student’s transcript but only the higher/highest grade is used in computing a student’s cumulative grade point average (CGPA).

Auditing Courses

Students who satisfy the requirements for admission may register to audit a course without receiving academic credit for the course. Registration procedures are the same as for credit-bearing courses. Auditing students need not meet regular course requirements but should confer with the instructor as to their privileges and responsibilities in the course. Upon completion of the course, an entry is made on the student’s permanent record along with other classes. Students may find it helpful to audit a course to review materials for a more advanced course or to enrich an interest area. Auditors are excluded from laboratory and studio participation. Graduate students may change regular registration to an audit before the end of the fourth week of the semester. Registration may be canceled for non-attendance.

Independent Study

Independent study is an educational experience conducted for credit outside the regularly scheduled classroom offerings. It may be an existing course or an approved student/faculty designed course. Either experience must be conducted under the supervision of an instructor who is responsible for the academic soundness of the proposal. Each credit awarded must represent approximately 35 clock hours of work.
Credit for independent studies may be used to fulfill any curriculum requirement. Only four credits of independent study may be taken at one time. No more than 12 credits of independent study may be counted toward graduation requirements. Students are responsible for completing an application form that specifies course goals/objectives and projected outcomes, learning strategies and evaluation procedures. The proposal must be approved by the advisor, instructor, department chair, and the dean of the college. An independent study application form may be submitted during regular registration times but no later than the end of the second week of a class. Forms are available in the academic advising office, on the university website, and in the Registrar's Office.

Attendance in Class and Completion of Assignments
The university assumes that all registered students have freely accepted personal responsibility for regular class attendance. Students are expected to attend all class meetings and laboratory sessions for the courses in which they are enrolled. In cases of emergencies and/or unforeseen circumstances students are expected to notify their instructors and arrange for any possible "makeup" assignments; however, instructors are not required to allow for such "makeup" assignments. Instructors will record attendance and specify procedures in the course syllabus for handling absences.

Additional attendance guidelines and requirements for degree completion undergraduate students:

• If a student must miss a class/chat because of an emergency or illness, he/she is required to complete his/her regular assignment(s) and complete a make-up assignment that contributes to the subject being studied and enhances the class-learning environment. A missed class/chat may result in a grade reduction.
• If a student misses two classes/chats, the instructor and the student need to discuss the student's ability to complete the course. In addition, the student will be required to complete his/her regular assignment(s) and extra work. Two missed classes/chats will result in additional grade reduction.
• Any additional absences will require retaking the course. The student will be billed and a grade will be issued each time the course is taken.
• Regular attendance is a key factor in determining the continuing financial aid support.
• Instructors understand the uncertainty of military requirements and other contractual obligations, and they will work with the student to meet educational goals.
• It is the student's responsibility to contact the instructor to make appropriate arrangements.

Drop of Registration and Withdrawal from Courses
Students may drop their registration from a course without record during the first (1st) week of the course. Students may withdraw from courses any time after the first (1st) week of the course through the fifth (5th) week and receive a "W" grade.

Withdrawal Procedures
1. Students are able to drop courses online through the drop dates posted on the academic calendar.
2. After the drop period is over, students must submit a signed Course Change Form with instructor and advisor signatures.
3. Effective dates for withdrawals will be determined by the date when the properly completed Course Change Form is received in the Registrar's Office.
4. Withdrawal from coursework may have financial implications. Students will receive 100% tuition refunds only for courses from which they withdrew prior to the course starting. See financial policies for further information.

Withdrawal from the University
Students who desire to discontinue from the university, take a leave of absence, or change their cohort must contact their academic advisor. It is the student's responsibility to fulfill all necessary obligations by contacting the following: financial aid office, student accounts, library/information services/help desk, security, and offices issuing special equipment, such as laptops, instruments, keys, and athletic equipment. Students who officially withdraw from school will receive refunds and grades according to the standard schedule. Students who discontinue without notice will be liable for any financial obligations.

Students who are asked to leave Concordia University as a result of administrative dismissal or academic disqualification, may appeal. In this case, students should contact their academic advisor.

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>Above Average</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>Below Average</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>zero</td>
<td>grade points</td>
</tr>
</tbody>
</table>
Commencement
Students will be invited to participate in the annual commencement ceremony in May providing all course work will be completed by the last day of August. Students who are unable to participate in the May ceremony may graduate in absentia. The graduation/capstone fee will be assessed regardless of participation in the graduation ceremony.

Requesting an “In Progress” Grade
An In-Progress grade may be given to students who have missed part of their assigned work due to circumstances which are beyond their control and who are otherwise doing satisfactory work. Note that any in-progress grade could affect the students’ probationary and disqualification status (See Satisfactory Progress Policy). Process:

1. Prior to the end of the term the student files a form with the professor requesting an "I" grade and indicating a planned completion date.
2. Students and instructors develop an agreement including the guidelines for completion of the necessary coursework. The grade of "I" will be changed to the grade of "F" by the registrar unless an instructor assigns a passing grade or requests an extension beyond the normal time limit.
3. Permission may be granted by the instructor to extend the time of an "I" grade to a maximum of one year when extenuating circumstances warrant. Any further extension must be approved by the instructor and the Vice President for Academic Affairs and filed with the Registrar.
4. The maximum number of In-Progress grades students may carry at one time is two.

Satisfactory Academic Progress Policy
1. To remain in good standing, a master's degree graduate student must maintain a 3.0 grade-point average for all courses in the graduate program with no more than two grades of "I" outstanding.
2. Failure to maintain this average will result in loss of good standing.
3. Students not in good standing must return to good standing during the next semester or be dropped from the program.
4. Academic Probation: Academic probation is a formal warning that students did not achieve satisfactory progress. Students will be notified of their probation status in writing by the registrar.
5. Disqualification: Disqualification occurs when students do not meet satisfactory academic progress requirements for two consecutive terms, or first-term students do not achieve a 1.0 GPA. Students will be notified of their disqualification in writing by the registrar. Students are ineligible to register for subsequent terms. Students may appeal to be readmitted by completing the Disqualification Appeal Form.

Disqualification Appeal Process
A Disqualification Appeal Form must be submitted to the academic appeals committee. The academic appeals committee will decide approval or denial of students who are appealing their academic disqualification. Appeals must be submitted to the academic appeals committee at least two weeks before the start of the term for which the student desires readmission. The appeal must state what undue hardship caused the student’s inability to meet satisfactory progress standards. The hardships could include illness, injury, or death of an immediate relative. Only special extenuating circumstances will be considered. Students must also explain how they propose to remedy their situation. If the appeal is successful, the student is readmitted on probationary status. Appeals are approved for one term only.

Financial Hold
Students who are not current in their financial obligations to Concordia University, are placed on financial hold. While on financial hold, students:

- are NOT allowed to attend any classes
- have their course management system disabled (i.e., Blackboard)
- are subject to late fees on any and all unpaid balances
- have financial aid for the next terms canceled (since they are not current students)
• are de-registered so all student loans move into repayment status
• are unable to receive grades, transcripts, or diplomas
• who receive veterans benefits have those benefits discontinued.

In these situations, students do not receive grades for courses attended while on financial hold even if coursework is completed.

Research with Human Subjects
All research projects employing human subjects must be reviewed by the Human Subjects Review Committee. No research project should be implemented without the approval of the Human Subjects Review Committee. Students and faculty who are planning to conduct research are directed to use and follow the procedures in the Faculty Handbook Section 8, Appendix D: Concordia University Saint Paul, Minnesota Protocols and Procedures for Research Involving Human Subjects Application and Information Packet and Appendix E: Protocol Form Research Involving Human Subjects.

Academic Integrity
Academic integrity is essential to any academic institution and is in keeping with the mission of the University. In order to protect the rights of students, the disciplinary procedure for dealing with cases of academic dishonesty follows these broad guidelines.

Academic integrity includes working honestly on tests and assignments, honestly reporting research findings, properly citing the source of any materials quoted, paraphrased or modified in the work one submits. A popular handbook for writers defines properly citing source material in this manner:

"To plagiarize is to present another person’s words or ideas as if they were your own. Plagiarism is like stealing. The word plagiarize comes from the Latin word for kidnapper and literary thief. Plagiarism can be intentional, as when you submit as your own work a paper you did not write. Plagiarism can also be unintentional, but not less serious an offense if you are unaware of what must be acknowledged and how to do so with documentation." (Troyka, L. Handbook for writers, Simon and Schuster, 6th ed.)

Violations of academic integrity include "cheating" and "plagiarism" as defined by the university’s Student Code of Conduct (SCC).

Graduation Requirements
Master of Arts Degree (M.A.)

The Master of Arts (M.A.) degree from Concordia University carries the following general requirements. Students will:

a. Successfully complete all required courses in a Master of Arts degree program with a cumulative grade point average in the courses of a 3.0 or higher.
b. Complete petitions for any and all substitutions made in the program.
c. Complete all assessment activities and outcomes examinations required by the program or for the degree.
d. Be approved as a candidate for a degree by the faculty, upon the recommendation of the Registrar.

Students who complete all course requirements within 30 calendar days following the end of a regular academic term at Concordia University are listed as graduates of that term.

Transfer Credit
Up to 6 semester credits may be accepted for transfer from an accredited graduate school for the MA (MS). The credits must be appropriate to the student’s program and the course outcomes (objectives) need to match a course in the student’s program. Application for transfer of credit is made by the student to the Advisor. The credits must be certified by the Registrar and approved for the degree program by the program director. Up to 9 semester credits may be accepted for transfer from an accredited graduate school for the Ed.S.

Up to 12 semester credits may be accepted for transfer from an accredited graduate school for the Ed.D.

Only courses with a grade of B or better will be accepted for transfer credit and normally credits older than five years will not be accepted. The chair of the graduate program or designee will make the determination whether a student is required to audit a course in place of taking the course for a grade.

Credit for Prior Experience
No credit for life experience is given for work at the master’s degree level. Up to 6 credits for educational specialist degrees and up to 12 credits for educational doctorate degrees may be accepted as evidence for prior work experience (examples may be individuals with leadership experience from the military, corporate, or non-profit world). Credit for prior work experience is in addition to transfer credits from another institution (see Policy 9.37). The application procedure for credit for prior experience requires an interview with the program director, documentation of prior experiences, and a letter of support for such credit from a prior supervisor.

**Good Standing**
To remain in good standing, a master’s degree students must maintain a 3.0 grade-point average for all courses in the graduate program with no more than two grades of “I” outstanding. To remain in good standing, an Ed.S. or Ed.D. graduate student must maintain a 3.25 grade-point average for all courses in the graduate program with no more than two grades of “I” outstanding. Students not in good standing must return to good standing during the next semester or be dropped from the program.

**Attendance Policies**
Absence from more than two weeks of any course shall be grounds for requiring the repeat of the course.

**Program Requirements**
A master’s degree at Concordia University shall require a minimum of 30 semester credits with a grade-point average of 3.00 or better.

An Educational Specialist degree at Concordia University shall require a minimum of 30 semester credits beyond a master’s degree with a grade point average of 3.25 or better.

An Educational Doctorate degree at Concordia University, St. Paul, shall require a minimum of 60 semester credits beyond a master’s degree with a grade point average of 3.25 or better.

Graduate students must complete 80% of their credits in the program from which they graduate.

**Appeal of Policy and Procedure**
Graduate students may appeal decisions made by program faculty or administrators regarding admission to the program or questions that may arise as a result of a candidate’s academic performance. Steps for appeal include:

1. The student should first consult directly with the instructor or administrator involved.
2. If this does not satisfactorily resolve the conflict, appeals may also be made to the following in the sequence listed as the need or circumstances would dictate: program director, the dean of the college, the dean of the Graduate School, the president of the University.
3. Any appeal shall be initiated within 30 calendar days after the contested judgment was made. All appeals must be processed within 60 calendar days after the initial appeal was filed.

**University and Program Requirements**
Students must complete all requirements as specified by the program with a minimum of a 3.0 cumulative grade point average in the courses transcripted at Concordia University. In order to be granted a degree, all grades for courses must be filed and recorded with the Registrar and students must also make full payment of all tuition and fees. Candidates who complete all course requirements within 30 calendar days following the end of a regular academic term at Concordia University are listed as graduates of that term.

**Commencement**
Students will be invited to participate in the annual commencement ceremony in May providing all coursework will be completed by the last day of August. Students who are unable to participate in the May ceremony may graduate in absentia. The graduation/capstone fee will be assessed regardless of participation in the graduation ceremony.

**Academic Integrity for Graduate Students**

**DEFINITION OF TERMS**
1. Academic integrity is essential to any academic institution and is in keeping with the mission of Concordia University. In order to protect the rights of students, the disciplinary procedure for dealing with cases of academic dishonesty follows these broad guidelines. Violations of academic integrity include "cheating" and "plagiarism" as defined by the university's Student Code of Conduct (SCC).
The term “cheating” includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff (4) academic deception (e.g. fabricating data, misrepresenting sources, misleading presentations, lying) in written or oral form.

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

**IMPLEMENTATION OF ACADEMIC INTEGRITY POLICIES**

1. The instructor will gather and document all evidence of academic dishonesty in a clear and concise manner.
2. The instructor will present this evidence to the student.
3. The instructor may prescribe academic penalties, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course. Any prescribed penalties must be in writing and include instructions for the appeal process.
4. The instructor will send documented academic dishonesty violations and prescribed penalties to the Department Chair, the Dean of their college, and the Dean of the Graduate School, and will notify the student in writing that this has been done and will provide instruction for the appeal process. The Dean of the Graduate School will file the documentation in the academic advisor’s file.
5. If this is a repeated occurrence, the Department Chair, Dean of the College and the Dean of the Graduate School may impose additional penalties, including but not limited to dismissal from the departmental program, suspension from the university, or expulsion from the university.
6. A student has the right to appeal the academic penalties imposed by the instructor by filing an appeal with the Dean of the Graduate School within three university business days of the documented imposition of penalties. A response regarding the appeal is normally received within 15 business days. See the Student Code of Conduct at the following link: [http://concordia.csp.edu/Portal/Students/index.html](http://concordia.csp.edu/Portal/Students/index.html).
7. Decisions made by the instructor are appealed to the Dean of the Graduate School. Decisions by the Dean of the Graduate School are appealed to the Graduate Academic Appeals Committee. The Graduate Academic Appeals Committee does not serve to evaluate university policy, but to determine facts and apply stated policies. See the Student Code of Conduct at the following link: [http://concordia.csp.edu/Portal/Students/index.html](http://concordia.csp.edu/Portal/Students/index.html).
GRADUATE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION: 44 CREDITS

Program Overview - MBA students develop the knowledge, practical experience and confidence to succeed in whatever organizational setting they choose. Students use cross-curriculum learning activities spanning the length of the program to become experts in an industry of their choice. Courses explore current business trends and events and evaluate how they are shaped and affected by various business principles. The coursework is designed to be sequential and the program is offered in a blended or online format.

- MBA 500 Organizational Leadership and Development 4
- MBA 520 Integrated Marketing Communication 4
- MBA 510 Managerial Research and Analytics 4
- MBA 505 Global Economics 4
- MBA 515 Applied Business Ethics 4
- MBA 525 Strategic Human Resource Management 4
- MBA 530 Managerial Finance and Accounting 4
- MBA 535 Legal Environment for Managers 4
- MBA 605 Operations and Technology Management 4
- MBA 610 Tools for Managerial Decision Analysis 4
- MBA 700 Strategic Leadership and Managerial Application Portfolio 4
MASTER OF BUSINESS ADMINISTRATION – HEALTH CARE MANAGEMENT

EMPHASIS: 44 CREDITS

Program Overview – This program enables students develop the knowledge, practical experience and confidence to succeed in the competitive and changing health care industry. Courses explore current trends and events in the health care industry and evaluate how these trends are shaped and affected by various business principles. Students will use cross-curriculum learning activities spanning the duration of the program to become experts in an area of interest in the health care industry. The coursework is designed to be sequential and the program is offered in a blended or online format.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 500</td>
<td>Organizational Leadership and Development</td>
<td>4</td>
</tr>
<tr>
<td>MBA 520</td>
<td>Integrated Marketing Communication</td>
<td>4</td>
</tr>
<tr>
<td>MBA 510</td>
<td>Managerial Research Methods and Analytics</td>
<td>4</td>
</tr>
<tr>
<td>MBA 505</td>
<td>Global Economics</td>
<td>4</td>
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<tr>
<td>HCM 540</td>
<td>Health Care Biomedical Ethics</td>
<td>4</td>
</tr>
<tr>
<td>MBA 525</td>
<td>Strategic Human Resource Management</td>
<td>4</td>
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<tr>
<td>MBA 530</td>
<td>Managerial Finance and Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MBA 535</td>
<td>Legal and Regulatory Health Care Environment</td>
<td>4</td>
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<tr>
<td>HCM 555</td>
<td>Health Care Informatics</td>
<td>4</td>
</tr>
<tr>
<td>HCM 545</td>
<td>Quality Practices</td>
<td>4</td>
</tr>
<tr>
<td>HCM 560</td>
<td>Health Care Strategic Leadership and Managerial</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Application Portfolio</td>
<td></td>
</tr>
</tbody>
</table>

MA IN CHRISTIAN OUTREACH LEADERSHIP: 30 CREDITS

Program Overview - The primary mission of the church is to make disciples of every nation by bearing witness to Jesus Christ through the sharing of the Gospel and the administration of the Sacraments. The Master of Arts in Christian Outreach Leadership equips church leaders with a deepened understanding of a theology of God's mission and provides the practical tools necessary to engage in the outreach ministries of the church. The coursework is designed to be sequential and the program is offered in an online format.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THY 572</td>
<td>Missio Dei</td>
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</tr>
<tr>
<td>THY 577</td>
<td>Mission Design for Outreach Leaders</td>
<td>3</td>
</tr>
<tr>
<td>THY 521</td>
<td>Spiritual and Ethical Leadership Formation</td>
<td>3</td>
</tr>
<tr>
<td>THY 582</td>
<td>Congregational Outreach Leadership</td>
<td>3</td>
</tr>
<tr>
<td>THY 531</td>
<td>Worldview’s Impact on Outreach Leadership</td>
<td>3</td>
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<tr>
<td>THY 573</td>
<td>Outreach Leadership in Ministry I: Theory</td>
<td>3</td>
</tr>
<tr>
<td>THY 541</td>
<td>Missional Leaders through History</td>
<td>3</td>
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<tr>
<td>THY 551</td>
<td>Social Issues in Mission</td>
<td>3</td>
</tr>
<tr>
<td>THY 581</td>
<td>Outreach Leadership in Ministry II: Strategies</td>
<td>3</td>
</tr>
<tr>
<td>THY 592</td>
<td>Capstone Seminar: Thesis, Project, or Portfolio</td>
<td>3</td>
</tr>
</tbody>
</table>

MA IN CRIMINAL JUSTICE LEADERSHIP: 36 CREDITS

Program Overview – The Criminal Justice Leadership program recognizes the importance of criminal justice professionals in the human services field. The curriculum enables students to enhance professionalism, position themselves for leadership opportunities, and contribute to life transitions by building upon experience and previous study. Students in this program come with a wealth of experience including law enforcement, courts, corrections, military and social service, which will uniquely benefit each cohort. The Criminal Justice Leadership program is conveniently offered in an online format. The following coursework is designed to be sequential.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJU 505</td>
<td>Reflective Adult Learner and Leadership</td>
<td>4</td>
</tr>
<tr>
<td>CJU 584</td>
<td>Accessing Criminal Justice Research</td>
<td>4</td>
</tr>
<tr>
<td>CJU 520</td>
<td>Research Methods in Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>CJU 500</td>
<td>Administration of Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>CJU 545</td>
<td>Legal and Legislative Issues in Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>CJU 502</td>
<td>Correctional Design</td>
<td>4</td>
</tr>
<tr>
<td>CJU 570</td>
<td>Applied Ethics in Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>CJU 543</td>
<td>Contemporary Issues in Criminal Justice Leadership</td>
<td>4</td>
</tr>
<tr>
<td>CJU 596</td>
<td>Criminal Justice Capstone</td>
<td>4</td>
</tr>
</tbody>
</table>
MA IN EDUCATION – CLASSROOM INSTRUCTION EMPHASIS: 30 CREDITS

Program Overview – The Master of Arts in Education with emphasis in Classroom Instruction program prepares teachers to be experts in classroom instruction and assessment of student learning. Particular attention is focused on helping teachers integrate and apply national, state, and local academic standards into relevant and significant classroom experiences designed to increase student achievement for all students. The classroom instruction emphasis is also intended to better help teachers develop and integrate best practices in the psychology of teaching and learning, curriculum design, instructional strategies, and technology into their daily classroom practice. Upon completing the program, teachers will be more resilient and dynamic critical and creative thinkers, better able to adapt, lead, and teach in the ever changing demands of today’s complex classroom. The coursework is designed to be sequential.

ED 502  Educational Issues  3
ED 521  Educational Research and Applications  3
ED 507  Diversity in Education  3
ED 508  Legal and Ethical Issues in Education  3
CI 550  History of Ideas in Education  3
CI 551  Psychology of Learning and Teaching  3
CI 552  Curriculum Theory  3
CI 553  Instructional Strategies  3
CI 555  Instructional Technology  3
ED 590  Conducting Research and Completing the Capstone  3

MA IN EDUCATION – CLASSROOM INSTRUCTION EMPHASIS (INCLUDING K-12 READING ENDORSEMENT): 30 CREDITS

Program Overview – The Master of Arts in Education program with emphasis in Classroom Instruction and Reading endorsement prepares highly effective professional, decision-making, and reflective educators who:

1. Exhibit strong communication (written, oral, listening) and critical thinking skills.
2. Evaluate educational research for professional decision-making leading to improvement in student learning.
3. Design and implement educational solutions to issues stemming from the reality of multi-cultural, multi-linguistic, and multi-ability school populations.
4. Demonstrate knowledge of the foundations of literacy, i.e. reading and writing processes and instruction.
5. Effectively use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
6. Effectively use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
7. Create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
8. Demonstrate awareness of professional, ethical, and legal responsibilities and rights of teachers, knowledge of school organizational structure, and the relationship with the social and philosophical foundations of education.

The following coursework is designed to be sequential.

CI 560  Curriculum and Instruction in Literacy  3
CI 561  Foundations of Literacy (K –12)  3
CI 562  Literacy Strategies for Grades K – 6  3
CI 563  Literacy Strategies for Grades 7 – 12  3
CI 564  Assessment, Evaluation, and Supervision in Literacy Programs (K – 12)  3
ED 502  Educational Issues  3
ED 521  Educational Research and Applications  3
ED 507  Diversity in Education  3
ED 508  Legal and Ethical Issues in Education  3
ED 590  Conducting Research and Completing the Capstone  3
K-12 READING (ENDORSEMENT ONLY): 15 CREDITS
Program Overview - Student outcomes for the K-12 Reading endorsement include the following (among others):

1. Demonstrate knowledge of the foundations of literacy, i.e. reading and writing processes and instruction.
2. Effectively use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
3. Effectively use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
5. Demonstrate awareness of professional, ethical, and legal responsibilities and rights of teachers, knowledge of school organizational structure, and the relationship with the social and philosophical foundations of education.

The coursework is designed to be sequential and the program is offered in a face-to-face or online format.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CI 560</td>
<td>Curriculum and Instruction in Literacy</td>
<td>3</td>
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<tr>
<td>CI 561</td>
<td>Foundations of Literacy (K – 12)</td>
<td>3</td>
</tr>
<tr>
<td>CI 562</td>
<td>Literacy Strategies for Grades K – 6</td>
<td>3</td>
</tr>
<tr>
<td>CI 563</td>
<td>Literacy Strategies for Grades 7 – 12</td>
<td>3</td>
</tr>
<tr>
<td>CI 564</td>
<td>Assessment, Evaluation, and Supervision in Literacy Programs (K - 12)</td>
<td>3</td>
</tr>
</tbody>
</table>

MA IN EDUCATION – DIFFERENTIATED INSTRUCTION EMPHASIS: 30 CREDITS
Program Overview -The Master of Arts with emphasis in Differentiated Instruction assists PK – 12 teachers in the application of purposeful and dynamic strategies that empower each learner to access the full curriculum and achieve academic success in a complex learning environment. Emphasis is placed on tiered differentiated instruction, best practices, research and assessment, collaboration with colleagues, parents and other professionals, literacy development, mental health needs and understanding family systems. The coursework is designed to be sequential and is offered face-to-face and online.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 580</td>
<td>Education of the Exceptional Learner</td>
<td>3</td>
</tr>
<tr>
<td>ED 521</td>
<td>Educational Research and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ED 594</td>
<td>Effective Practices in Differentiated Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ED 532</td>
<td>Collaboration in Inclusive Settings</td>
<td>3</td>
</tr>
<tr>
<td>ED 515</td>
<td>Family Systems for Educators</td>
<td>3</td>
</tr>
<tr>
<td>ED 534</td>
<td>Teaching Students with Mental Health Needs</td>
<td>3</td>
</tr>
<tr>
<td>ED 536</td>
<td>Teaching Students with Linguistic Differences and Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>ED 538</td>
<td>Teaching Students with Math and Literacy Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>ED 509</td>
<td>Issues in Differentiated and Gifted Education</td>
<td>3</td>
</tr>
<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

MA IN EDUCATION – EARLY CHILDHOOD EMPHASIS: 33 CREDITS
Program Overview -The Master of Arts in Education with emphasis in Early Childhood prepares professional decision makers, reflective practitioners, and adaptive experts. Students learn professional practices in the field of early education and focus on strategies and best practices rooted in theory and philosophy supported by research. Students in this program will interpret, evaluate and apply research and theory related to all areas of early childhood education. The coursework is designed to be sequential and the program is offered in an online format.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 521</td>
<td>Topics and Research in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 523</td>
<td>Effective Research Writing</td>
<td>3</td>
</tr>
<tr>
<td>ECE 526</td>
<td>Curriculum and Instruction in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 527</td>
<td>Observation and Assessment in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE 522</td>
<td>Play: Theoretical Foundations and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ECE 544</td>
<td>Language Development and Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ECE 541</td>
<td>The Diverse Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 582</td>
<td>Ethics for Educators</td>
<td>3</td>
</tr>
<tr>
<td>ECE 576</td>
<td>Methods in Early Childhood Education Programming</td>
<td>3</td>
</tr>
<tr>
<td>ECE 539</td>
<td>Legal and Legislative Issues</td>
<td>3</td>
</tr>
<tr>
<td>ECE 577</td>
<td>Capstone and Completion</td>
<td>3</td>
</tr>
</tbody>
</table>
MA IN EDUCATION – EDUCATIONAL LEADERSHIP EMPHASIS: 30 CREDITS

Program Overview – The Master of Arts in Education program with emphasis in Educational Leadership prepares highly effective professional, decision-making, and reflective leaders for educational settings who:

1. Exhibit strong communication (written, oral, listening) and critical thinking skills.
2. Provide high-level instructional leadership including supervision of educational curriculum and instruction.
3. Evaluate educational research for professional decision-making, leading to school improvement and better student learning.
4. Design and implement educational solutions to issues stemming from the reality of multi-cultural, multi-linguistic, and multi-ability school populations.
5. Demonstrate effective leadership, administration, and management skills for professional, ethical, and legal responsibilities and rights of teachers, knowledge of school organizational structure, and the relationship with the social and philosophical foundations of education.
6. Administer effectively curricular, financial, and personnel resources for educational purposes.
7. Participate actively in educational politics, policy analysis, and policy implementation.

The coursework is designed to be sequential and the program is offered face-to-face and online.

- ED 502   Educational Issues 3
- ED 521   Educational Research and Applications 3
- ED 507   Diversity in Education 3
- ED 508   Legal and Ethical Issues in Education 3
- EDL 550  Leadership in Education 3
- CI 554   Curriculum and Instruction 3
- CI 556   Supervision and Improvement of Instruction 3
- EDL 552  Management of Human and Financial Resources 3
- EDL 553  Educational Policy and Administration 3
- ED 590   Conducting Research and Completing the Capstone 3

MA IN EDUCATION – EDUCATIONAL TECHNOLOGY EMPHASIS: 30 CREDITS

Program Overview – The Masters of Arts in Education with emphasis in Educational Technology is prepares professional decision makers, reflective practitioners, and adaptive experts. The building of knowledge and development of skills related to educational technology will address the positive and negative implications and effects of technology in the teaching and learning process. Throughout the program knowledge, skills, application, leadership, capacity and planning will be emphasized. A technology certificate will be awarded at the completion of the program. The coursework is designed to be sequential.

- ED 502   Educational Issues 3
- ED 521   Educational Research and Applications 3
- ED 507   Diversity in Education 3
- ED 508   Legal and Ethical Issues in Education 3
- CI 554   Curriculum and Instruction 3
- ET 500   Foundations and Trends in Educational Technology 3
- ET 505   Exploring Classroom Technology Tools 3
- ET 510   Virtual Classrooms and Social Media within the Classroom 3
- ET 515   Planning and Integrating Educational Technology: Continued Professional Development and Leadership 3
- ED 590   Conducting Research and Completing the Capstone 3

MA IN FAMILY LIFE EDUCATION: 36 CREDITS

Program Overview – The primary objective of the Master of Arts in Family Life Education is to articulate the definition and role of the family life practitioner – particularly the role of the family life professional. The broad principles and philosophy of family life education are explored, including the ability to plan, implement and evaluate such educational programs, and the ability to define and establish leadership within the field. The coursework is designed to be sequential and the program is offered in an online format.

- FAS 506   Families in Society 3
- FAS 532   Navigating the Oceans of Data and Information 3
- FAS 504   Systemic Dynamics 3
MA IN HUMAN RESOURCE MANAGEMENT: 36 CREDITS

Program Overview - The Human Resource Management program offers a practical study of human resource competencies required in today’s organizations. The overall context centers on the human resource role as a strategic partner within organizations. The program places emphasis on developing human resource leadership, innovation, financial, and strategic thinking skills within the context of human resources to help organizations maximize the return on investment from their human capital. The coursework is designed to be sequential and the program is offered in a blended or online format.

HRG 500 Human Resources Leadership and Ethics 4
HRG 510 Strategic Human Resources and Measurement 4
HRG 520 Recruitment, Selection, and Retention 4
HRG 530 Compensation and Benefits 4
HRG 540 Organization Development for Human Resources Professionals 4
HRG 550 Human Resources Research Methods and Design 4
HRG 560 Finance for Human Resources Leaders 4
HRG 570 Human Resources Legal Environment 4
HRG 580 Human Resources Action Research at Work 4

MA IN LEADERSHIP AND MANAGEMENT: 36 CREDITS

Program Overview - Organizational success depends on the efforts of skilled managers and leaders to properly leverage influence. The Master of Arts in Leadership and Management lets students focus on helping businesses thrive as healthy organizations by paying attention to the human and social interactions of each member. This degree program emphasizes ways to balance business skills and interpersonal relationship skills so that leaders and managers can maximize their influence and motivate organizational members to find meaning and purpose within the organization’s mission, vision and purpose. The coursework is designed to be sequential and the program is offered in a blended or online format.

MLM 500 Leadership, Management, Influence, and Change 4
MLM 510 Applied Moral and Ethical Leadership 4
MLM 520 Strategic Organizational Research 4
MLM 540 Project and Quality Management 4
MLM 525 Financial Management for Leaders 4
MLM 550 Strategic Leadership and Process Implementation 4
MLM 545 Legal Issues for Today’s Leaders 4
MLM 552 Organizational Culture Management 4
MLM 555 Leadership and Management Research, Synthesis, and Reflection 4

NOTE: MLM 589 – Contextual Global Experience may be substituted for MLM 550. This international travel experience includes preparatory readings, comparative analysis, and reflection on a distinct leadership, management, or social influence topic that bridges learning to application in the organizational setting. The following coursework is designed to be sequential.
MA IN SPORTS MANAGEMENT: 36 CREDITS
Program Overview - The Master of Arts in Sport Management prepares graduates to understand the growing sport management industry. Students will learn, through a hands-on, practical application of coursework, effective decision making, leadership, finance and human and facility resource management. Students will also examine concepts of management, strategic planning, marketing and law as it pertains to sport management. The coursework is designed to be sequential and the program is offered in a blended or online format.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHS 500</td>
<td>Foundations of Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>KHS 505</td>
<td>Organizational Leadership and Development</td>
<td>3</td>
</tr>
<tr>
<td>KHS 510</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>KHS 545</td>
<td>Ethics and Policy in Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>KHS 530</td>
<td>Research Design Methods</td>
<td>3</td>
</tr>
<tr>
<td>KHS 535</td>
<td>Sport Marketing</td>
<td>3</td>
</tr>
<tr>
<td>KHS 520</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>KHS 525</td>
<td>Managing and Planning Sport Facilities</td>
<td>3</td>
</tr>
<tr>
<td>KHS 540</td>
<td>Legal Aspects of Sports</td>
<td>3</td>
</tr>
<tr>
<td>KHS 515</td>
<td>Management and Leadership</td>
<td>2</td>
</tr>
<tr>
<td>KHS 555</td>
<td>Capstone Seminar</td>
<td>1</td>
</tr>
<tr>
<td>KHS 560</td>
<td>Internship</td>
<td>6</td>
</tr>
<tr>
<td>or KHS 565</td>
<td>Capstone</td>
<td>6</td>
</tr>
</tbody>
</table>

MA IN STRATEGIC COMMUNICATION MANAGEMENT: 36 CREDITS
Program Overview - The Master of Arts in Strategic Communication Management program is designed to foster strategic thinking and logical analysis focused on creating solutions to communication challenges. Students in this program will gain knowledge of emerging technologies, program measurement, conflict/crisis management, persuasion, intercultural communication effectiveness, industry innovation and leadership. The following coursework is designed to be sequential. The coursework is designed to be sequential and the program is offered in a blended or online format.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 500</td>
<td>Strategic Communication Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 530</td>
<td>Interactive Media Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 570</td>
<td>Leadership Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 520</td>
<td>Media Strategies (applied class)</td>
<td>3</td>
</tr>
<tr>
<td>COM 540</td>
<td>Communication Inquiry and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>COM 545</td>
<td>Applied Communication Competencies</td>
<td>3</td>
</tr>
<tr>
<td>COM 550</td>
<td>Communication Strategies for Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 590</td>
<td>Crisis Communication Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 580</td>
<td>Innovative Management</td>
<td>3</td>
</tr>
<tr>
<td>COM 560</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 510</td>
<td>Persuasive Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 610</td>
<td>Corporate Responsibility and Ethical Communication</td>
<td>3</td>
</tr>
</tbody>
</table>

SPECIAL EDUCATION TEACHING LICENSURE (GRADES K-12)
Learning Disabilities and/or Emotional Behavior Disorders  #See Department of Teacher Education
COLLEGE AND DEPARTMENTAL ORGANIZATION AND FACULTY

College of Arts and Letters

David Lumpp, Dean

ART
• Stephanie Hunder, Chair
• Cate Vermeland
• Keith Williams

CHRISTIAN MINISTRIES
• James Gimbel, Chair
• Kevin Hall, Coordinator of the Director of Christian Education program
• Phillip Johnson, Coordinator of the Director of Christian Outreach program
• Mark Press, Director of the Hoffman Institute, Director of Master of Arts in Christian Outreach Leadership and Coordinator of the Pre-Seminary program

COMMUNICATION STUDIES
• Kimberly Flottemesch
• Basma Ibrahim DeVries
• Alan Winegarden, Chair of Graduate and Undergraduate Programs

ENGLISH AND MODERN LANGUAGES
• Debra Beilke, Chair
• Eric Dregni, Advisor of the Student Newspaper
• Theresa FitzPatrick, Director of the Writing Center
• Nancy Hackett
• Matthew Ryan

HISTORY AND POLITICAL SCIENCE
• Paul Hillmer
• Thomas Saylor
• David Woodard, Chair
• Lee Pao Xiong, Director of the Center for Hmong Studies

MUSIC
• David Mennicke, Chair
• Monica Murray
• Shari Speer

RELIGION AND THEOLOGY
• Eugene Bunkowske
• Suzanne Hequet
• David Lumpp
• Mark Schuler, Chair
• Rhoda Schuler

THEATRE AND DANCE
• Mark Rosenwinkel, Chair
• James Seemann

College of Business and Organizational Development
Bruce Corrie, Dean

Business Administration and Management (BBA, BA-Business Management)
• Bruce Corrie, Chair
• Michael Dorner
• Phillip Hampton
• Nancy Harrower
• Renata Mayrhofer
• Thomas Ries
• Barry Seibert

Criminal Justice Leadership (BA-CJL, MA-CJL)
• Michael Conner
• Laurel Forsgren
• Ervin Weinkauf, Chair

Leadership and Management (BA-OML, MA-LM)
• Carol Klempka
• Jean Rock, Chair
• Craig Witthaus

Human Resource Management (BA-HRM, MA-HRM)
• Steven Manderscheid, Chair Graduate programs

Marketing and Business Administration (BA-MKM, BA-FIM, MBA)
• Richard Brynteson
• Thomas Hanson
• Christine Kudelka
• Craig Lien, Chair

College of Education and Science
Don Helmstetter, Dean

Child and Family Education
• Michael Walcheski, Chair

Kinesiology and Health Sciences
• Katherine Fischer
• Samuel Haag
• Eric LaMott, Chair
• Angela Nippert

Mathematics
• Sarah Jahn
• Rachel Krueger
• Robert Krueger, Chair
• Joel Schuessler

Science
• Leanne Bakke, Chair
• Matthew Cuellar
• Michele Kieke
SOCIAL AND BEHAVIORAL SCIENCES

- Kristin Bransford
- David Bredehoft, Chair
- Samuel Lotegeluaki
- Stephen Morgan
- Carolyn Zapor

TEACHER EDUCATION (INITIAL/UNDERGRADUATE AND ADVANCED/GRADUATE)

- Sally Baas, Director of the Southeast Asian Teacher Licensure program
- Richard Benson, Chair of Undergraduate/Initial Licensure programs
- James Brooks
- Phyllis Burger, Chair of Graduate/Advanced programs
- Cheryl Chatman
- Diane Haar, Coordinator of Special Education
- Don Helmstetter
- Kelly Lamkin, Coordinator of Field Experiences and Clinical Practice
- Lonn Maly
- Michele Pickel, Coordinator Lutheran Classroom Teacher Program
- Suzanne Starks
- Barbara Washington
- Kasya Willhite
- Barbara Wissink, Coordinator of Reading Licensure Program

PRE-PROFESSIONAL PROGRAMS
Concordia University provides opportunities for students to pursue a professional degree beyond the undergraduate degree at Concordia by establishing pre-professional programs in specific areas such as those listed below.

PRE-ENGINEERING
Students who wish to pursue a degree in Engineering but do not want to begin their education at a large college or university have an option to attend Concordia University in the Pre-Engineering program. The program was designed in consultation with the Institute of Technology at the University of Minnesota to ensure that course credits meet the program requirements. Pre-engineering students fulfill general education requirements and build a solid foundation in mathematics and the sciences, including calculus-based physics courses. When students complete their first two years at Concordia, they are prepared to study engineering as upper level students.

Recommended for Pre-Engineering:

Chemistry: CHE 115, CHE 116, CHE 221, CHE 222, CHE 326, CHE 327
Computer Science: CSC 301
Mathematics: MAT 135, MAT 145, MAT 230, MAT 255, MAT 310, MAT 365
Physics: PHS 221, PHS 222

For further information, contact the coordinator of pre-engineering studies, Dr. Rob Krueger at (651) 641-8848 or rkrueger@csp.edu.

PRE-DENTAL
Pre-dental students can best prepare for dental school by completing either a biology major or a biochemistry major. Most students take the DCAT (dentistry) in April of their junior year. For further information, contact the coordinator of pre-dental studies, Dr. Leanne Bakke at (651) 641-8750 or bakke@csp.edu.

PRE-PHARMACY
Students interested in pursuing a doctorate of pharmacy degree can meet the admission requirements for any program by completing a biology major or a chemistry major with a biology minor. For further information, contact the coordinator of pre-pharmacy studies, Dr. Leanne Bakke at (651) 641-8750 or bakke@csp.edu.

PRE-PHYSICAL THERAPY
Each physical therapy graduate program varies in specific requirements but all require a bachelor’s degree. It is highly recommended that students interested in physical therapy complete a major in Biology. For further information, contact the coordinator of pre-law studies, Dr. Eric LaMott at (651) 641-8729 or lamott@csp.edu.

PRE-LAW STUDIES
Pre-law students at Concordia University should complete the Bachelor of Arts degree in one or more fields of study. Law schools prefer that students complete a broad, diverse, and challenging undergraduate curriculum and reserve legal study for law school. Undergraduate programs should reveal the student’s capacity to rise to intellectual challenge and perform well at an academically rigorous level whether in the sciences, the liberal arts, the business curriculum, or other fields. For further information, contact the coordinator of pre-law studies, Dr. Paul Hillmer at (651) 641-8215 or hillmer@csp.edu.

PRE-MEDICAL STUDIES
To enter professional programs in medicine, dentistry, veterinary medicine, chiropractic, pharmacy, physician's assistant, and physical therapy, students normally complete a Bachelor of Science degree or a Bachelor of Arts degree in a related field. Pre-medical education should be considered a field of interest rather than a major. The Biology major allows students to select a track appropriate to the chosen professional program (health sciences, general biology, biotechnology and environmental science).

Students who are planning a pre-medical program should consult with the pre-medical faculty advisor in the Department of Science. Interested students should contact the college or university where they intend to complete their degree program for a list of acceptable courses for transfer. Students typically take the Medical College Admission Test (MCAT) in April of their junior year.

CERTIFICATIONS

Director of Christian Education
The purpose of the Director of Christian Education certification program is to prepare students for professional Word and Service ministry as lifespan educational leaders and equippers in the Church.

Lutheran Classroom Teacher
The purpose of the Lutheran Classroom Teacher (LCT) certification program is to prepare students for professional Word and Service ministry integrating faith and learning in the lives of children, youth, and families served by Lutheran schools. Students complete a teaching licensure program in order to be licensed as a teacher and the Confessional Lutheranism minor in order to be certified for service in the Church.

Director of Christian Outreach
The purpose of the Director of Christian Outreach certification program is to prepare students for professional Word and Service ministry as equippers of the Church to carry out God’s mission to seek and save the lost throughout the world.

Director of Parish Music
The purpose of the Director of Parish Music certification program is to prepare students for professional Word and Service ministry which uses music to praise God, proclaim the Gospel, and lead the song of the people in the life and worship of the Church.

Certification through Colloquy
- Director of Christian Education
- Lutheran Classroom Teacher
- Director of Christian Outreach
- Director of Parish Ministry

Institute of Faith and Life
- Continuing Education for Parish Professionals
- Lay Vocation
- Lay Leadership Institute
PROFESSIONAL CHURCH WORK PROGRAMS

Through its Department of Christian Ministries in the College of Arts and Letters, Concordia University, Saint Paul supports four professional church work programs that prepare students to be placed on the roster of Commissioned Ministers of The LCMS: Director of Christian Education; Director of Christian Outreach; Director of Parish Music; and Lutheran Classroom Teacher. The department also houses the Pre-Pastoral and Pre-Deaconess Studies programs. For further information contact the College of Arts and Letters (651-641-8841) or Rev. Dr. David Lumpp, Dean of the College of Arts and Letters (641-641-8217; lumpp@csp.edu).

Director of Christian Education

The Director of Christian Education (DCE) program prepares men and women to serve as lifespan educational leaders in various team ministry settings in the congregation. With different emphases and specializations, the DCE is there to help teach the Christian faith to children and adults across the lifespan. The DCE program is five years in duration, entailing the core Bible and theology component, a cluster of more specialized courses, and one year devoted to a supervised internship. Students interested in or with questions about the DCE program should contact the College of Arts and Letters (651-641-8841) or the Director of the DCE Program, Professor Kevin Hall (651-603-1615; khall@csp.edu), or Ms. Kathryn Hagen (651-641-8892; hagen@csp.edu).

Director of Christian Outreach

The Director of Christian Outreach (DCO) program prepares outreach specialists for service to the church. A DCO helps to assess outreach opportunities unique to a ministry setting and to equip each congregation to bring the Gospel to people in the most winsome and effective ways possible. The DCO may serve in North America or on a foreign mission field. The DCO program entails a core of academic work in Lutheran theology, a core of specialized courses, and a supervised internship. Interested students should contact the College of Arts and Letters (651-641-8841) or contact Professors Phillip Johnson (651-641-8246, pjohnson@csp.edu), or Mark Press (651-603-8830, press@csp.edu).

Director of Parish Music

The Director of Parish Music (DPM) program uses music of all forms and times while drawing on the rich liturgical tradition of the Lutheran church in the leadership and enhancement of the worship of the Church. The DPM program helps men and women serve God and God’s gathered people through the gift of music. The Director of Parish Music will be active in worship planning, while equipping, leading, and teaching others in worship and music. A DPM program entails a core of academic work in Lutheran theology, its own curriculum in music and music education, and a supervised fieldwork experience. Interested students should contact the College of Arts and Letters (651-641-8841) or Dr. David Mennicke (651-641-8828; dmennicke@csp.edu).

Lutheran Classroom Teacher

The Lutheran Classroom Teacher program is a partnership between the College of Arts and Letters and the College of Education and Science, preparing men and women for teaching careers in one of the more than 2,500 pre-school, elementary or secondary schools of The Lutheran Church - Missouri Synod. A student preparing to be a Lutheran Classroom Teacher meets the requirements for Minnesota state licensure as a teacher through the College of Education and Science and meets the requirements for church certification through the College of Arts and Letters. The programs between the two colleges are integrated and coordinated in such a way as to benefit the student in achieving ministry goals. Interested students should contact the College of Arts and Letters (651-641-8841) or Dr. Michele Pickel, (651-641-8786; pickel@csp.edu).

Pre-Pastoral Education

The pre-pastoral program at Concordia University, Saint Paul equips students for success at a Lutheran seminary, where they receive their formal education for service in Word and Sacrament ministry. Students interested in pre-pastoral studies at Concordia University should contact the College of Arts and Letters (651-641-8841) or the program’s director, Rev. Dr. Mark Press (651-641-8830; press@csp.edu).

Pre-Deaconess Education

The pre-deaconess program at Concordia University, Saint Paul prepares students for Word and Service ministry as a Deaconess. Beginning the program at Concordia University, Saint Paul, the pre-deaconess student may transfer at the beginning of the junior year for continued preparation in the Concordia University, Chicago Deaconess program, or she may graduate from CSP with a
major in theology and may continue preparation at Concordia Seminary, Saint Louis, Missouri or Concordia Theological Seminary, Fort Wayne, Indiana, earning a Master of Arts degree and the Deaconess certification. Students in the pre-deaconess studies at Concordia University should contact the College of Arts and Letters (651-641-8841) or Dr. Rhoda Schuler (651-603-6177; r.schuler@csp.edu).

Co-Curricular Activities
Members and managers of an intercollegiate team (one complete season) and cheerleaders and drill team members may apply a maximum of three credits in three different athletic activities toward graduation requirements as electives. Any additional credit earned in the same or other co-curricular activities will be indicated on the transcript but will not meet graduation requirements.

SCHOOL OF CONTINUING STUDIES
Concordia University's School of Continuing Studies (SCS) offers learning experiences and other training in a variety of academic disciplines and in a variety of ways which are designed to fit the schedule of the working adult student. Over 400 courses are offered each year for currently enrolled or visiting students. The School of Continuing Studies offers:

- credit and noncredit courses
- general education courses and elective courses
- in-class weekday or weekend classes and online courses
- Associate of Arts degree (64 credits)
- certificate programs
- customized training in the workplace
- tuition discounts for hosting seminars
- instructors who are experts in their fields
- affordable classes for adult learners

Curricular Areas:
- Biblical Studies
- Child, Youth, and Family Studies
- Communication
- Criminal Justice, Law Enforcement, and Post Board
- Early Childhood Education
- English: Writing and Literature
- Life and Career Planning
- Health Care Management
- History and Political Science
- Information Technology
- Leadership, Management, and Communication
- Mathematics
- Psychology, Sociology and Behavioral Sciences
- Science
- Vocation and Ministry

General Education and Elective Courses through the School of Continuing Studies
Concordia's School of Continuing Studies offers undergraduate general education and elective courses delivered in accelerated in-class, blended, or online formats. The courses are designed for adult students and to assist students in building enough general education credits (minimum 36 credits) to start one of Concordia University's adult accelerated degree programs. Through these intensive courses learners can earn up to 36 semester credits in approximately one calendar year. There are no educational prerequisites to enroll in these classes and visiting students are welcome to enroll.

Accelerated general education courses allow learners to:

- efficiently obtain general study requirements to prepare for an accelerated learning program;
- develop skills to be successful in academic work;
- earn foundational credits for a liberal arts education; and
- work towards a college degree, regardless of geographic location or time.

APPLICATION PROCESS
Contact the School of Continuing Studies for registration information at (651) 603-6268.
COURSE DELIVERY
Some courses are available in a face-to-face format but most are delivered online. In the online accelerated classes learners collaborate with a community of peers through chats, discussion boards, and email. Weekend courses are offered in an accelerated format for seminar college credit, certificate of attendance, or personal enrichment. Credits will be for undergraduate electives unless otherwise stated in the course description.

COURSE SELECTION
Participants will be teamed with an advisor who will assist in creating a class schedule that fits with the student's work and personal life.

HOW TO REGISTER
Registrations are taken in the order received until classes are full. School of Continuing Studies office hours are Monday through Friday from 8:30 am to 5:00 pm. Request a bulletin of all courses - including a registration form – by email, telephone, or fax. All courses and special events are listed on the School of Continuing website as well.

Email: ce@csp.edu
Telephone: (651) 603-6268 or 1-800-333-1180
Fax: (651) 603-6270
web-site: www.csp.edu/ce

School of Continuing Studies Tuition and Fees 2012/13
Prepayment to Concordia University is required at time of registration.

<table>
<thead>
<tr>
<th>School of Continuing Studies Tuition and Fees 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per credit hour undergraduate (face to face)</td>
</tr>
<tr>
<td>Per credit our human relations in-service</td>
</tr>
<tr>
<td>Per credit hour undergraduate (online)</td>
</tr>
<tr>
<td>Per credit for Certificates</td>
</tr>
<tr>
<td>Auditing (per class)</td>
</tr>
<tr>
<td>Workshop fee full day</td>
</tr>
<tr>
<td>Workshop fee full day - alumni</td>
</tr>
</tbody>
</table>

Associate of Arts Degree: School of Continuing Studies
The Associate of Arts (A.A.) degree offered through the School of Continuing Studies provides learners with general education credits from various academic disciplines delivered through online education. General education courses provide students with a foundation for critically examining the world from unique perspectives. These courses also help prepare students for the major courses in their bachelor degree programs.

TUITION AND FEES
The Associate of Arts degree program totals 64 semester credits. For current tuition information and financial aid information, please visit the School of Continuing Studies website or call (651) 603-6268.

LIST OF COURSES

- LSC 159  The Inner Review
- COM 103  Communication Fundaments
- ENG 120  College Writing
- ENG 155  Introduction to Literature
- KHS 100  Health and Human Movement
- PSY 101  Introduction to Psychology
- SOC 152  Introduction to Sociology
- HIS 220  Leaders in America
- MUS 120  Listen to Life: Western Classical Music
- SOC 252  Social Problems
- POL 131  American Government
MAT 111  Principles of Contemporary Mathematics  
ECO 101  America in the Global Economy: Macroeconomics  
ART 101  Approaching Art  
BIO 102  Biology  
CHE 150  Real World Chemistry  
THR 101  Introduction to Theatre  
RLG 101  Themes in Christian Thought  
LSC 277  Reflection and Synthesis

**Associate of Arts in Early Childhood Education**

Students complete the following 64 credits: AA General Education classes and the following:

Twelve credits from the list of the Early Childhood classes below will complete the Early Childhood emphasis.

Twelve or more credits can be chosen from the following:

Satisfies 12 electives credits in the B.A. Child Development program Certificate classes:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 310</td>
<td>Growth and Development of Children</td>
<td>4</td>
</tr>
<tr>
<td>CHD 330</td>
<td>Best Practices in Early Childhood</td>
<td>4</td>
</tr>
<tr>
<td>CHD 320</td>
<td>Role of the Early Childhood Educator</td>
<td>4</td>
</tr>
</tbody>
</table>

Satisfies 12 credits in the B.A. Child Development program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 435</td>
<td>Developmentally Appropriate Practices in ECE</td>
<td>3</td>
</tr>
<tr>
<td>CHD 440</td>
<td>Children's Play and Learning</td>
<td>3</td>
</tr>
<tr>
<td>CHD 430</td>
<td>Infants and Toddlers</td>
<td>3</td>
</tr>
<tr>
<td>CHD 445</td>
<td>Language Development/Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Certificates Offered Through the School of Continuing Studies**

**EARLY CHILDHOOD EDUCATION CERTIFICATE: 12 CREDITS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHD 310</td>
<td>Growth and Development of Children</td>
<td>4</td>
</tr>
<tr>
<td>CHD 320</td>
<td>Role of Early Childhood Educator</td>
<td>4</td>
</tr>
<tr>
<td>CHD 330</td>
<td>Best Practices in Early Childhood</td>
<td>4</td>
</tr>
</tbody>
</table>

**CHILDCARE PROFESSIONALS ADMINISTRATIVE CERTIFICATE: 12 CREDITS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDR 250</td>
<td>Leadership for Childcare Professionals</td>
<td>4</td>
</tr>
<tr>
<td>FAS 400</td>
<td>Family Systems</td>
<td>4</td>
</tr>
<tr>
<td>SAC 445</td>
<td>Management and Administration of Childcare</td>
<td>4</td>
</tr>
</tbody>
</table>

**PARENT COACHING CERTIFICATE: 12 CREDITS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS 480/680</td>
<td>Parent Coaching 1: From Theory to Practice</td>
<td>3</td>
</tr>
<tr>
<td>FAS 481/681</td>
<td>Parent Coaching 2: Skills, Attitudes, &amp; Competency</td>
<td>3</td>
</tr>
<tr>
<td>FAS 482/682</td>
<td>Parent Coaching 3: Professional Applications</td>
<td>3</td>
</tr>
<tr>
<td>FAS 483/683</td>
<td>Parent Coaching 4: Supervised Field Parent Coaching</td>
<td>3</td>
</tr>
</tbody>
</table>

**HUMAN RESOURCES MANAGEMENT CERTIFICATE: 12 CREDITS**

Required Courses (4 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 200</td>
<td>Employment Law</td>
<td>2</td>
</tr>
<tr>
<td>HRM 201</td>
<td>Contemporary Issues in HR Management</td>
<td>2</td>
</tr>
</tbody>
</table>

Functional Specialization (8 credits in any combination)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 300</td>
<td>Interviewing and Selection</td>
<td>2</td>
</tr>
<tr>
<td>HRM 312</td>
<td>Performance Management Systems</td>
<td>2</td>
</tr>
<tr>
<td>OMC 253</td>
<td>Cross-generational Management</td>
<td>2</td>
</tr>
<tr>
<td>HRM 220</td>
<td>Training Skills for the “Accidental” Trainer</td>
<td>2</td>
</tr>
</tbody>
</table>
HRM 306  Advanced Issues in Human Resources Development  2
HRM 213  Employee Recognition & Retention  2
HRM 360  Human Resources in a Global Environment  2
HRM 375  Managing Organizational Change  2

**LEADERSHIP CERTIFICATE: MINIMUM 8 SEMESTER CREDITS**

Required first course:
LDR 312  Topics in Leadership Theory and Practice (self-paced)  3

Then choose from:
LDR 220  Personal Focus or LDR 313 Organizational Focus  3

Then choose from:
LDR220  The Leadership Process (self-paced)  3
LDR313  Supervisory Leadership Tools (self-paced)  3
LDR307  Leadership Ethics (online and self-paced)  3

Possible elective classes:
LDR260  Introduction to Personal Coaching (self-paced)  3
LDR270  High-Performance Coaching (self-paced and in-class)  2

**MARKETING CERTIFICATE: 15 CREDITS**

All certificate seeking students are required to take MKC310, then students may choose 12 credits from the other Marketing certificate classes listed.

- MKC 310  Innovative Marketing  3
  This course is a prerequisite for certificate seeking students.
- MKC 330  Marketing Research  3
- MKC 340  Promotional Strategy  3
- MKC 350  Relationship Marketing  3
- MKC 360  Electronic Marketing  3
- MKC 370  Global Marketing  3
- MKC 380  Marketing Strategy  3

Online Instruction Certificate: 11 Credits
- EDT 210  Understanding the Adult Learner  4
- EDT 220  Designing and Facilitating Online Learning  3
- EDT 230  Creating Virtual Educational Materials  2
- EDT 240  Creating Online Curriculum  2
- EDT 260  Online Teaching Practicum (optional)  2

**SCHOOL-AGE CARE CERTIFICATE: 12 CREDITS**

- SAC 300/600  Professional School Age Facilitator or Role of SAC  4
- SAC 320/620  Discipline and Self-Discipline  4
- SAC 330/660  Conflict Resolution and Community Building  4
ADMINISTRATIVE ORGANIZATION AND FACULTY

Concordia University, Saint Paul, Board of Regents
Dr. Bradford Hewitt, Medicine Lake, MN – Chair
Mr. Kenneth Behm, Willmar, MN
Rev. Thomas Evans, Eagan, MN – Vice-Chair
Mrs. Carol Fehrmann, Brooklyn Park, MN
Mr. Gregg Hein, Billings, MT
Mrs. Susan Hillyer, Delano, MN
Mrs. Angela Hublick, Elizabethtown, KY
Mr. Eustolio Gomez, Manchester, MO
Mr. Louis Johnson, Bloomington, MN
Dr. Loren Leslie, Lutsen, MN
Mrs. Charlotte Malotky, Waconia, MN
Mrs. Joan Miller, Eden Prairie, MN – Secretary
Dr. Carl Schoenbeck, River Falls, WI
Rev. Dr. Lane Seitz, Burnsville, MN
Dr. Lori Utech, Ballwin, MO
Rev. Dr. Karl Weber, Ottertail, MN
Vacant
Rev. Thomas Ries, ex officio, Burnsville, MN – University President

University Officers and Vice Presidents
Rev. Thomas Ries, President
Dr. Eric LaMott, Senior Vice President and Chief Operating Officer
Dr. Cheryl Chatman, Executive Vice President
Rev. Michael Dorner, Vice President for Finance
Prof. Lonn Maly, Vice President for Academic Affairs
Mr. Paul Seltz, Vice President for Advancement

Academic Affairs
Prof. Lonn Maly, Vice President for Academic Affairs
Dr. Miriam Luebke, Associate Vice President for Academic Services
Dr. Bruce Corrie, Dean – College of Business and Organizational Leadership
Dr. Donald Helmstetter, Dean – College of Education and Science
Rev. Dr. David A. Lumpp, Dean – College of Arts and Letters
Dr. Michael Walcheski, Dean – School of Graduate Studies
Prof. Carol Klemppa, Director – School of Continuing Studies
Dr. Robert Krueger, Chair of the Faculty Senate
Dr. Joel Schuessler, Director of the Faculty Scholarship Center
Prof. Lee Pao Xiong, Director of the Center for Hmong Studies
Dr. Cheryl Chatman, Section 504/ADA Compliance Officer
Ms. Beth Peter, Director of Institutional Research
Rev. Dr. Mark Press, Director of the Hoffman Institute
Ms. Toni Squires, Registrar

Director of Church Relations
Ms. Amy Scholz, Director of Church Relations

Finance
Rev. Michael Dorner, Vice President for Finance
Ms. Mary Arnold, Director of Human Resources  
Ms. PaNhia Thor, Controller

Administration
Dr. Eric E. LaMott, Senior Vice President and Chief Operating Officer  
Mr. Jonathan Breitharth, Director of Computer Services  
Dr. Charlotte Knoche, Director of Library Services  
Mr. Michael Mulso, Director of Security  
Mr. Jim Orchard, Facility Manager  
Ms. Beth Peter, Director of Administrative Computing  
Mr. Anthony Ross, Bookstore Director  
Mr. Tom Rubbelke, Director of Athletics

Academic Services
Dr. Miriam Luebke, Associate Vice President for Academic Services  
Ms. Janice Baumgart, Coordinator of Learning Assistance  
Ms. Melissa Fletcher, Director of Student Accessibility Services  
Mr. Keith Munson, Director of Career Services  
Ms. Renee Rerko, Director of Traditional Academic Advising  
Ms. Wendy Vargas, Director of Student Success Center

University Admission, Financial Aid, and Marketing
Ms. Kim Craig, Director of Graduate and Adult Degree Completion Admission  
Mr. Jason DeBoer-Moran, Director of University Marketing and Communication  
Ms. Jeannie Peck, Director of Financial Aid  
Ms. Kristin Vogel, Director of Undergraduate Admission

Student Life
Mr. Jason Rahn, Associate Vice President for Student Life and Dean of Students  
Ms. Heidi Goettl, Resident Life Manager  
Ms. Sharon Schewe, Residence Life Manager  
Dr. Daniel Hess, Director of Counseling Services  
Ms. Cher Rafftery, Director of Health Services  
Ms. Kelly Matthias, Director of the Center for Community Action Leadership and Learning (CALL)

Faculty
Sally Baas, Assistant Professor of Education (2004)  
Ed.D., Saint Mary's University, Winona, MN, 2011  
Ed.S., University of Wisconsin, River Falls, WI, 2000  
M.S. Ed., University of Wisconsin, River Falls, WI, 1990  
B.S., Ball State University, Muncie, IN, 1969  
Leanne Bakke, Associate Professor of Biology (2004)  
Ph.D., Michigan State University, East Lansing, MI, 2002  
B.S., Valparaiso University, Valparaiso, IN, 1996

Frederick P. Bartling, Associate Professor of Education (2002)  
Ed.D., Saint Mary's University, Minneapolis, MN, 2004  
M.S., University of Wisconsin-Madison, Madison, WI, 1992  
B.S., University of Minnesota, Minneapolis, MN, 1978

Debra J. Beilke, Professor of English (1997)  
Directing program abroad spring semester 2011/12  
Richard Benson, Instructor of Kinesiology and Health Sciences and Teacher Education (2000).  
M.A., Saint Mary's University, Minneapolis, MN, 2005  
B.A., Concordia College, Saint Paul, MN, 1994

Kristen Bransford, Professor of Psychology (2002)  
Ph.D., University of Wisconsin, Madison, WI, 1991  
M.S., University of Wisconsin, Madison, WI, 1983  
B.A., Saint Olaf College, Northfield, MN, 1982

David J. Bredehoft, Professor of Psychology (1976)  
Ph.D., University of Minnesota, Minneapolis, MN, 1983  
M.Ed., University of Oklahoma, Norman, OK, 1974  
B.A., University of Oklahoma, Norman, OK, 1973

James H. Brooks, Term Faculty of Education


Phyllis Burger, Term Faculty of Education M.A.Ed., University of Nebraska, Kearney, NE, 1979 B.A. University of Nebraska, Kearney, NE, 1976


Michael H. Conner, Term Faculty of Criminal Justice M.A., Concordia University, Saint Paul, MN, 2005 B.A. Ferris State University, Big Rapids, MI, 1976


Matthew Cuellar, Term Faculty of Chemistry Ph.D., University of North Carolina, Chapel Hill, NC, 2008 B.S., Massachusetts Institute of Technology, Cambridge, MA, 2001


Diane Harr, Assistant Professor of Special Education (2012)
Ph.D., University of Minnesota, Twin Cities, MN, 1990
M.A., University of Saint Thomas, Saint Paul, MN, 1978
B.S., University of Minnesota, Twin Cities, MN, 1976

Nancy Harrower, Assistant Professor of Marketing and Management (2009)
Ed.D., University of Saint Thomas, Saint Paul, MN, 2011
M.B.A., University of Montana, Missoula, MT, 1981
B.A., Michigan State University, East Lansing, MI, 1978

Donald Helmssteller, Associate Professor of Education (2009)
Ph.D., University of Minnesota, Minneapolis, MN, 1999
MA, Mankato State University, Mankato, MN, 1980
BA, Mankato State University, Mankato, MN, 1970

Suzanne Hequet, Term Faculty of Theology
Ph.D., Luther Seminary, Saint Paul, MN, 2005
M.A., Luther Seminary, Saint Paul, MN, 1998
B.A., Gustavus Adolphus College, Saint Paul, MN

Paul Hillmer, Professor of History (2001)
Ph.D. University of Minnesota, Minneapolis, MN, 2001
M.A., University of Minnesota, Minneapolis, MN, 1991
B.A., Concordia College, Saint Paul, MN, 1982

Stephanie Hunder, Professor of Art (2000)
M.F.A., Arizona State University, Tempe, AZ, 2000
M.A., University of Wisconsin, Madison, WI, 1997
B.F.A., University of Wisconsin, Madison, WI, 1993

Sarah H. Jahn, Associate Professor of Mathematics (2004)
Ph.D., University of Illinois-Chicago, Chicago, IL, 2005
M.S., University of Illinois-Chicago, Chicago, IL, 1999
B.A., Carleton College, Northfield, MN, 1984

Phillip L. Johnson, Instructor of Christian Outreach (2001)
M.A., Regis University, Denver, CO, 1998
B.A., Concordia College, Saint Paul, MN, 1982

Michele Kieke, Associate Professor of Biology (2003)
Ph.D., University of Illinois, Champagne-Urbana, IL, 2000
B.A., College of Saint Benedict, Saint Joseph, MN, 1995

Carol Klempka, Term Faculty of Business Leadership
M.A. Concordia University, Saint Paul, MN, 2002
B.A., Concordia University, Saint Paul, MN, 1998

Rachel Krueger, Term Faculty of Mathematics
M.S., University of Nebraska, Lincoln, NE, 1995
B.S., Nebraska Wesleyan University, Lincoln, NE, 1993

Robert J. Krueger, Professor of Mathematics (2001)
Ph.D., University of Nebraska, Lincoln, NE, 1998
M.S., University of Nebraska, Lincoln, NE, 1995
B.S.Ed. Concordia University, Seward, NE, 1993
Christine Kudelka, Term Faculty of Marketing Management
M.A., Concordia University, Saint Paul, MN, 2005
B.A., Kean University, Union, NJ, 1973

Eric E. LaMott, Professor of Kinesiology and Health Sciences (1995)
Ph.D., University of Minnesota, Minneapolis, MN, 1994
M.S., Boise State University, Boise, ID, 1990
B.S., Boise State University, Boise, ID, 1987

Kelly Lamkin, Instructor of Teacher Education (2012)
M.A., Mount Mary College, Milwaukee, WI, 2010
M.S., University of Wisconsin, Green Bay, WI, 2005
B.A., University of Wisconsin, Green Bay, WI, 2003

C. Craig Lien, Term Faculty of Marketing Management
M.B.A., University of Saint Thomas, Saint Paul, MN, 1985

Samuel Lotegelua, Visiting Associate Professor of Social and Behavioral Sciences

Miriam E. Luebke, Professor of Psychology (1994)
Psy.D., Illinois School of Professional Psychology, Chicago, IL, 1992; M.A., University of Illinois, Chicago, IL, 1983; B.A., Valparaiso University, Valparaiso, IN, 1980.

David A. Humphreys, Professor of Theology (1992)
Th.D., Concordia Seminary, Saint Louis, MO, 1989
S.T.M., Concordia Seminary, Saint Louis, MO, 1982
M.Div., Concordia Seminary, Saint Louis, MO, 1979
B.A., Concordia Senior College, Fort Wayne, IN, 1975

Lonn D. Maly, Assistant Professor of Education (1996)
M.S.Ed., Drake University, Des Moines, IA, 1988

Steven V. Manderscheid, Associate Professor of Organizational Management (2004)
Ed.D., University of Saint Thomas, Saint Paul, MN, 2006
M.Ed., University of Minnesota, Minneapolis, MN, 1994
B.S., Saint Cloud State University, Saint Cloud, MN, 1990

Renata Mayrhofer, Instructor of Business Management
M.S.B.A., Boston University, Boston, MA, 1985
B.A., University of Minnesota, Minneapolis, MN 1982

David L. Mennecke, Professor of Music (1998)
D.M.A., University of Arizona, Tucson, AZ, 1989
M.M., University of Arizona, Tucson, AZ, 1987
B.A., Saint Olaf College, Northfield, MN, 1983

Stephen T. Morgan, Professor of Psychology (1997)
Ph.D., University of Wisconsin, Madison, WI, 1994
M.S., University of Wisconsin, Madison, WI, 1990

2012-2013 Academic Catalog
Concordia University, St. Paul, Minnesota
Monica Murray, Associate Professor of Music (2009)

Angela Nippert, Associate Professor of Kinesiology and Health Sciences (2003)
Ph.D., University of Minnesota, Minneapolis, MN, 2005
M.S., Western Illinois University, Macomb, IL, 1999
B.S., Moorhead State University, Moorhead, MN, 1997

Michele Pickel, Associate Professor of Education (1998)

Mark G. Press, Associate Professor of Religion (2006)
Ph.D., Concordia Theological Seminary, Fort Wayne, IN, 2004; M.Div., Concordia Theological Seminary, Fort Wayne, IN, 1977; B.S., Concordia College, Saint Paul, MN, 1977.

Jean Rock, Assistant Professor of Organizational Management (2003)
Ph.D., Capella University, Minneapolis, MN, 2011
M.A., University of Minnesota, Minneapolis, MN, 1989
B.S., Bemidji State University, Bemidji, MN, 1984

Mark Rosenwinkel, Assistant Professor of Theatre (2009)
M.F.A., Florida State University, Tallahassee, FL, 1981
B.A. Concordia College, Saint Paul, MN, 1977

Matthew Ryan, Term Faculty of English
M.F.A., Spalding University, Louisville, KY, 2009
J.D., Thomas M. Cooley Law School, Lansing, MI, 1995
B.A., Indiana University, Bloomington, IN, 1989

Theodore R. Sadler, Term Professor of Biology
Ph.D., University of Southern California, Los Angeles, CA, 2008; M.S., University of Southern California, Los Angeles, CA; B.A., Biology, Boston University, Boston, MA.

Thomas Saylor, Professor of History (1995)
Ph.D., University of Rochester, Rochester, NY, 1993
M.A., University of Akron, Akron, OH, 1985
B.S., University of Akron, Akron, OH, 1982

Joel Schuessler, Associate Professor of Information Technology in Management (1999)
Ph.D., Capella University, Minneapolis, MN, 2010
M.S., Capella University, 1998

Rhoda Schuler, Term Faculty in Religion

James Seemann, Term Faculty in Theatre
Ph.D., Columbia Pacific University, San Rafael, CA, 1986
M.A., Illinois State University, Normal, IL, 1973
B.S., Valparaiso University, Valparaiso, IN, 1969

Barry J. Siebert, Term Faculty of Accounting
M.B.A., Gallaudet University, 1982
B.S., Gallaudet University, 1973

Shari Speer, Term Faculty in Music

Suzanne Starks, Assistant Professor of Education (2005)
Ed.D., Argosy University, Eagan, MN, 2009
M.A. Concordia University, Saint Paul, MN, 2000
B.A. Concordia College, Saint Paul, MN, 1989

Dale M. Trapp, Professor of Physics (1982)
On sabbatical spring semester 2012/13
Ph.D., University of Minnesota, Minneapolis, MN, 1995
M.S., University of Michigan, Ann Arbor, MI, 1972
Colloquy, Concordia College, River Forest, IL, 1968
B.M.E., General Motors Institute, Flint, MI, 1967

Cate Vermeland, Term Faculty in Art
M.F.A., University of Minnesota, Minneapolis, MN, 1993
B.A., University of Minnesota, Minneapolis, MN, 1983

Barbara Washington, Term Faculty of Teacher Education
M.A., University of Minnesota, Twin Cities, MN, 1994
B.A., Concordia College, Saint Paul, MN, 1974

Ervin Weinkauf, Instructor of Criminal Justice (2011)
M.A., Concordia University, Saint Paul, MN, 2008
Kasya Willhite, Term Faculty in Education
Ed.D., University of Saint Thomas, Saint Paul, MN, 2007
M.A., Saint Cloud State University, Saint Cloud, MN, 1999
B.A., University of Saint Thomas, Saint Paul, MN, 1994

Keith J. Williams, Professor of Art and Art History (1992)
On sabbatical fall semester 2012/13
M.F.A. University of Iowa, Iowa City, IA, 1989
M.A., University of Iowa, Iowa City, IA, 1988
B.S., University of Wisconsin, Madison, WI, 1981

Alan D. Winegarden, Professor of Communication Studies (1988)
Ph.D., University of Missouri, Columbia, MO, 1989;

Barbara Wissink, Assistant Professor in Education
Ed.D., Hamline University, Saint Paul, MN, 2010
M.A., University of Saint Thomas, Saint Paul, MN 1996
B.A.S., University of Minnesota, Duluth, MN, 1987

Craig Witthaus, Term Faculty in Organizational Management and Communication
M.A., University of Minnesota, Minneapolis, MN, 1996
B.A., University of Minnesota, Minneapolis, MN, 1989

David Woodard, Term Faculty in History
Ph.D., University of Minnesota, Minneapolis, MN, 1996
M.A., Southern Illinois University, Carbondale, IL, 1986
B.A., Western Illinois University, Macomb, IL, 1976

Lee Pao Xiong, Instructor of Asian Studies (2005)
M.A., Hamline University, Saint Paul, MN, 1997
B.A., University of Minnesota, Minneapolis, MN, 1990

Mary Ann Yang, Assistant Professor of Biology (2011)
Ph.D., University of Illinois, Champagne-Urbana, IL, 2009
B.S., National Yang-Ming University, Taiwan, 2001

Carolyn Zapor, Instructor of Social and Behavioral Sciences (2006)
M.A., Simon Fraser University, Burnaby, British Columbia, Canada, 1990; B.A., Queen's University, Kingston, Ontario, Canada, 1986.

GRANT PROGRAM FACULTY

Cynthia Croft
State Special Needs Director, Project Exceptional.
Director, Center for Inclusive Child Care
Emeriti Faculty

Steven F. Arnold, Education and Director of Christian Education (1986-2009)
Robert E. Barnes, Physical Education (1947-1988)
Frederick A. Bartling, History (1961-1994)
John E. Buegel, Biology (1960-2002)
Jeffrey E. Burkart, Education and Religion (1977-2009)
David E. Carlstrom, Chemistry (1978-1997)
John Eggert, Music (1978-2011)
Robert E. DeWerff, Organizational Leadership (1986-2009)
George A. Guidera, Education (1993-2009)
Robert Holst, President and Theology (1991-2011)
Julie Jochem Gartrell, Education (2001-2010)
Edith J. Jones, Education (2001-2008)
Charlotte M. Knochel, Library (1986-2009)
Robert W. Leininger, Music (1965-1997)
Kay L. Madson, Sociology (1989-2007)
Marvin L. Middendorf, Greek and Latin (1957-1989)
Charles R. Nuckles, Organizational Management (1997-2006)
Glenn W. Offermann, Library (1967-2000)
Carroll E. Peter, Physical Science (1955-1995)
Kathryn E. Schenk, Music (1969-2007)
Carl J. Schoenbeck, Education (1981-2006)
Carol Stellwagen, Chemistry (1995-2004)
Stephen C. Stohlmann, Religion (1976-2008)
Eunice Streufert, Education (1988-2001)
John W. Wenger, Mathematics (1967-1999)
Herman K. Wentzel, Education (1980-1993)
Dennis K. Zimmerman, Accounting (1997-2009)
**COURSE DESCRIPTIONS**

**ACC 201 Principles of Accounting (Financial Accounting)**
This class introduces the student to the role of accounting in the business world. The principles and concepts of financial accounting and analysis of accounting statements are covered. Accounting cycles, procedures and balanced sheet classifications are emphasized.

**ACC 202 Principles of Accounting (Managerial Accounting)**
This course is continuation of ACC 201 with an emphasis on liabilities, corporate equity measure measurement and earnings per share calculations. The course examines the evaluation of financial goals with an introduction to managerial accounting topics including cost/volume/profit analysis, responsibility accounting, allocation methodologies, budgets and cash flow. (Prerequisite: ACC 201)

**ACC 311 Intermediate Accounting I**
This course is an expansion of topics covered briefly in Principles of Accounting. The course develops the student’s ability to analyze complex financial accounting reporting problems and discusses financial accounting measurements, revenue and expense recognition, inventory cost and valuation, long-lived assets, costing valuation and amortization. The student is also introduced to selected topics in international accounting. (Prerequisite: ACC 202)

**ACC 312 Intermediate Accounting II**
This course is a continuation of ACC 311 with emphasis on liabilities, corporate equity measurement and earnings per share. The course also explores the areas of evaluation of financial goals, performance review and special topics in financial reporting, such as: accounting for income taxes, leases, pensions and cash flow. (Prerequisite: ACC 311)

**ACC 411 Advanced Accounting**
This course covers the advanced study of accounting principles including: accounting for combined corporate entities, consolidated statement preparation and analysis, branch accounting, partnership accounting, accounting for international transactions, governmental accounting, non-profit accounting and accounting for bankruptcies, estates and trusts. (Prerequisite: ACC 312).

**ACC 412 Auditing**
This course defines the ethical and legal responsibilities of the auditor and covers the topics of the preparation of the audit program and working papers for the audit of the financial statements in accordance with generally accepted auditing standards (GAAS). (Prerequisite: ACC 312).

**ACC 413 Cost Accounting**
This course develops and uses accounting data for managerial decision-making. Cost concepts for planning and control, cost/volume/profit relationships, responsibility accounting and inventory planning and control emphasized. (Prerequisite: ACC 202)

**ACC 415 Biblical Christianity**
Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated throughout different eras of history. Students learn how Christianity has shaped elements of management, how Biblical principles can shape individuals for strong leadership, and how to better understand Christians in the workplace within a Judeo-Christian culture.

**ACC 435 Philosophy of Values and Ethics**
Students examine issues of accountability in business regarding human rights and ethics through readings, classroom discussions, and debates. Students develop a system for making ethical decisions in their personal lives as well as in public and employment situations. In particular, financial ethics in public and private sector are explored. Both ethical theory and personal values are explored.

**ACC 498 Accounting Internship**

**ANT 101 Cultural Anthropology**
Anthropology examines the perspectives of human existence in all places and time. Cultural anthropology looks particularly at the patterned behavior that people learn and practice in society. Both non-literate societies are studied as well as the complex ones of Western cultures. While the course focuses on basic anthropological concepts, students may also learn by doing original fieldwork.

**ARB 101 Arabic Language and Culture I**
This course will introduce students to the basics of the Arabic language. The focus will be on learning the fundamentals of classical Arabic and on practicing conversational Arabic. Students will learn both written and spoken Arabic, Level 1. In addition to learning the Arabic language, students will also be introduced to Arab culture and will explore the mutually influential relationship between Arabic language and culture.

**ARB 201 Arabic Language and Culture II**
This course is an intermediate Arabic course. Students will expand on their learning from Arabic 101 and continue learning the grammar, vocabulary, and uses of the Arabic language. The focus will be on learning intermediate levels of classical Arabic and on gaining more practice in conversational Arabic. Students will learn both written and spoken Arabic, Level 2. In addition to learning the Arabic language, students will also learn more about Arab culture and will explore the mutually influential relationship between Arabic language and culture.

**ARC 101 Introduction to Biblical Archaeology**
This course surveys the history and methods of the discipline of archaeology. It examines the relationships between historical records and
material remains, and it provides hands-on experience with material remains.

ARC 250 Near Eastern Archaeology
The course surveys the archaeology of the Levant from prehistoric times into the Islamic periods. It explores sites, monuments, and artistic remains as expressions of each society's institutions, beliefs, and self-understanding. This course also introduces the main issues in the practice of Near Eastern archaeology.

ARC 301 Palestine and Its Material Remains
Students pursue a selective acquaintance with the geography, history and material remains of Palestine. Extensive reading, travel to Israel, volunteer participation in a dig and reflective writing enable students to grasp the significance of the land, its cultures, religions, and remains.

ARC 351 Field Archaeology
Through work at a field site, students gain experience in the excavation, recording, collection, conservation, and interpretation of material remains.

ARC 488 Archaeology Ind. Study

ARC 498 Archaeology Lab Internship
This internship provides the student with an in-depth experience in a lab setting that processes and documents archaeological finds. The student learns to apply standard techniques and practices.

ART 100 Fine Arts Colloquium
A Pass/No Pass lab course designed to directly introduce students to some of the Twin Cities arts communities. Students will interact with professional and amateur artists and activities from a variety of fine and performing arts disciplines. Learning will be assessed through written expression and limited oral communication.

ART 101 Approaching Art
This seven-week course lays the foundation for approaching visual art by introducing fundamental aspects of the nature of art and art making. The course will investigate four areas which are key to appreciating art. These four units will include the importance perceptual skills, the nature of the creative process, the place of art in its cultural context, and the role and processes of abstraction. The course will involve looking at art, reading, writing and speaking about art using acquired vocabulary and knowledge.

ART 102 2D Design
This course introduces the foundation design elements and principles for two-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition basic two-dimensional media are introduced and explored during the different units of the course of study.

ART 103 3D Design
This course introduces the foundation design elements and principles for three-dimensional design. Compositional problems are introduced and solved in a studio setting. In addition basic three-dimensional media are introduced and explored during the different units of the course of study.

ART 104 Introduction to Art History

ART 105 Color Theory
Traditional and contemporary approaches to color theory will be taught. These ideas will be beneficial for most studio areas and of particular importance to careers in design.

ART 111 Drawing I
This introductory studio course is designed to familiarize beginning students with fundamental techniques and concepts of drawing. In that basic skill building is the core of this course it is a very approachable class for non-art majors. Although some history of drawing will be presented learning will be assessed primarily through portfolio production and review.

ART 121 Painting I
This course is designed to introduce students with fundamental concepts in oil and/or acrylic painting. Historical and contemporary approaches to painting will be addressed. Non-art majors can also succeed in this course.

ART 141 Photography I
This course is designed to familiarize beginning students with the fundamental techniques and concepts of photographic practices and processes. The use and operation of the 35mm film camera, experimental and traditional black and white darkroom techniques and new digital technologies will be taught through demonstration and assigned projects. Photographic history and criticism will also be introduced. Portfolio production will be the main form of assessment in this introductory course.

ART 142 Introduction to Digital Photography
This course is designed to engage students in the basic practices and techniques of creating images with digital technology. The course will focus on a series of varied projects and include aesthetic lectures and critique, as well as basic image manipulation with digital imaging software.

ART 151 Sculpture I
This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary sculpture. Both additive and reductive sculpture will be explored as students are introduced to both traditional and non-traditional sculpture media. Students will also investigate the relationship of drawing to the sculptural process. Although some 19th and 20th C. sculpture history will
be presented, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART 101, ART 103 or instructor consent)

ART 161 Ceramics I
This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary ceramic art. Students will see and also investigate sculptural and vessel forms in clay, along with the relationship of drawing to the creative process. Although significant clay art history and technology will be taught, learning will be assessed primarily through portfolio production and review.

ART 171 Survey of Western Art I
This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. Prehistoric work through the 14th C. will be addressed. Non-art majors can enjoy this course.

ART 172 Survey of Western Art II
This course is designed to introduce students to fundamental concepts in art history as well as important masterworks from the western art tradition. 15th century work through the present will be addressed. Non-art majors can enjoy this course.

ART 202 Digital Art I
This introductory course is designed to familiarize beginning students with the fundamental techniques and concepts of design using computer technology as the primary medium. Students will build on drawing and composition skills to create designs with a variety of design software programs. Although technological and ethical issues in the field will be addressed, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART 102 or instructor consent)

ART 211 Illustration
This course introduces the technical and conceptual skills for successful illustration. It is an important foundation for all design and applied arts fields.

ART 212 Illustration
This course introduces the technical and conceptual skills for successful illustration. It is an important foundation for all design and applied arts fields.

ART 221 Painting II
This course is designed to introduce students with fundamental concepts in oil and/or acrylic painting. Historical and contemporary approaches to painting will be addressed. Non-art majors can also succeed in this course.

ART 231 Relief Printmaking I
This introductory course is designed to familiarize students with the fundamental techniques and concepts of relief and intaglio printmaking. Students will build on drawing and composition skills to create editions of prints. Techniques covered will include woodcut, linocut, collagraph, and monoprints. Although some history of printmaking will be presented learning will be assessed primarily through portfolio production and review.

ART 241 Photography II
This course is designed to familiarize beginning students with the fundamental techniques and concepts of photographic practices and processes. The use and operation of the 35mm film camera, experimental and traditional black and white darkroom techniques and new digital technologies will be taught through demonstration and assigned projects. Photographic history and criticism will also be introduced. Portfolio production will be the main form of assessment in this introductory course.

ART 251 Sculpture II
This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary sculpture. Both additive and reductive sculpture will be explored as students are introduced to both traditional and non-traditional sculpture media. Students will also investigate the relationship of drawing to the sculptural process. Although some 19th and 20th century sculpture history will be presented, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART 101, ART 103 or instructor consent)

ART 261 Ceramics II
This introductory studio course is designed to familiarize beginning students with the fundamental techniques and concepts of contemporary ceramic art. Students will see and also investigate sculptural and vessel forms in clay, along with the relationship of drawing to the creative process. Although significant clay art history and technology will be taught, learning will be assessed primarily through portfolio production and review.

ART 273 Ethnographic Art
This course is intended to provide a survey of non-western, world art. It is arranged in multiple units, which will sample ethnographic art from across the world. Cultures from West Africa, the Near East and the Far East, indigenous cultures from the Americas and Oceanic cultures will be surveyed. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion and political histories are investigated in their relationship to the art. (Prerequisite: ART 101 or instructor consent)

ART 282 Graphic Design I
This course lays the foundations of the discipline of graphic design. The course helps students apply concepts of design and color theory into applied arts areas.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 291</td>
<td>Adobe Creative Suite</td>
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<tr>
<td>ART 292</td>
<td>Intro to Photoshop</td>
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<tr>
<td>ART 293</td>
<td>Intro to Illustrator</td>
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<tr>
<td>ART 300</td>
<td>Community Arts</td>
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<tr>
<td>ART 302</td>
<td>Digital Art II</td>
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<td>ART 311</td>
<td>Figure Drawing</td>
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<td>ART 321</td>
<td>Advanced Painting</td>
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<td>ART 331</td>
<td>Relief Printmaking I</td>
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<td>ART 332</td>
<td>Screen Printmaking</td>
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<td>ART 333</td>
<td>Intaglio Printmaking</td>
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<td>ART 334</td>
<td>Lithography</td>
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<td>ART 341</td>
<td>Photography III</td>
<td>3</td>
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<tr>
<td>ART 342</td>
<td>Digital Photography</td>
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</tbody>
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This five-week course introduces the student to this commonly used software application in the field of design. It is an extremely versatile art creation and photo editing program.

This 5 week course introduces the student to this commonly used software application in the field of design. It is an effective drawing and illustration program.

This course is designed to introduce students to the variety of forms community arts programs have taken and are taking across the country. Facets of community arts programs such as legal aspects, funding issues, cooperation and collaboration, as well as aesthetic issues will be explored. Many fine and performing arts genre will be addressed and specific programs will be referenced and researched. Guest presenters from the Twin Cities will play a large part in this course.

This course is designed to expand students' facility in using the computer to solve more complex problems. Students will build on drawing, composition and computer skills to create designs with a variety of design software programs. Students will be encouraged to develop a personal voice with the computer. Learning will be assessed primarily through portfolio production and review. (Prerequisite: ART 202 or instructor consent)

This course is designed to familiarize beginning students with anatomy and the figure as a subject matter vital in an artist’s vocabulary. Students will build on drawing and composition skills to create designs with a variety of drawing media. Although the history of figurative art will be explored, learning will be assessed primarily through portfolio production and review. (Prerequisites: ART 102, ART 111 or instructor consent)

This is an intermediate level course designed to stimulate and further develop an interest in painting methods and techniques for personal expression. Students are encouraged to create and solve specific problems in painting. Learning will be assessed primarily through portfolio production and review and also class participation. (Prerequisite: ART 221 or instructor consent)

This introductory course is designed to familiarize students with the fundamental techniques and concepts of relief and intaglio printmaking. Students will build on drawing and composition skills to create editions of prints. Techniques covered will include woodcut, linocut, collagraph, and monoprints. Although some history of printmaking will be presented learning will be assessed primarily through portfolio production and review.

This course is designed to familiarize beginning students with the fundamental techniques and concepts of silkscreen printmaking. Students will build on drawing and composition skills to create editions of silkscreen prints. Techniques covered will include cut, painted and photographic stencils. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.

This course is designed to familiarize beginning students with the fundamental techniques and concepts of intaglio printmaking. Students will build on drawing, composition, and other art skills to create editions of intaglio prints. Techniques covered will include etching, dry point, aquatint, collagraph, monoprinting and photo-polymer plates. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.

This intermediate course is designed to familiarize beginning students with the fundamental techniques and concepts of lithographic printmaking. Students will build on drawing and composition skills to create editions of lithographic prints. Although some history of printmaking will be presented, learning will be assessed primarily through portfolio production and review.

This course expands students' knowledge of the use of the 35 mm camera and black and white darkroom processing and printing. Students learn to control film exposure and development in order to make consistently good prints. Photographic theory is introduced. Students will fully explore their ideas through shooting a lot of film. Learning will be assessed primarily through portfolio development and review, as well as class participation. (Prerequisite: ART 241 or instructor consent)

This course will investigate the unique approaches to digital photography as an art form. This field will be compared and contrasted with black and white photography and also explored as its own unique area of artistic investigation. Emphasis will be given to seeing and thinking like an artist.
This is an intermediate level course designed to stimulate and further develop interest in sculptural methods and techniques for personal expression. Media exploration and contemporary aesthetic issues such as environmental sculpture or installation are introduced, as students are encouraged to create and solve problems in sculpture in specific areas of the discipline. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 251 or instructor consent)

This course guides prospective junior and senior high school art teachers in understanding the spirit of art teaching and equips them with knowledge and skills necessary for successful teaching. Students will be involved in practical problems of school art both in the classroom and outside the classroom. The course deals with aesthetics, critical program evaluation, research, history and skill building and idea awareness in Discipline Based Art Education. (Prerequisite: acceptance in Teacher Education Program or instructor consent)

This course aims to enable future art teachers to relate the general concepts of art education to specific teaching theories. Past and contemporary theories of art education are studied. In addition, historical approaches to art education are presented, as are a variety of artist philosophies on the nature of art. (Prerequisite: ED 447 or instructor consent)

This intermediate course is designed to advance students’ knowledge of the techniques and concepts of contemporary ceramic art. Students will investigate both sculptural and vessel forms in clay with special emphasis given to exploration of a wide variety of surface treatments. Students will develop substantial knowledge of glaze technologies. Learning will be assessed primarily through portfolio production and review, along with class participation. (Prerequisite: ART 261 or instructor consent)

This course introduces the student to Mexican art and culture through study and experience in Mexico. The social, political and historic context of Mexican culture is emphasized. Required pre-trip and post-trip involvement and observation and discussion carry most of the course content. Students must also complete a project following up on the experiential learning.

This course examines in some depth drawing, painting, sculptural and architectural traditions as they emerge from the Roman Empire at the turn of the millennium through the 14th C. The course links artistic developments with cultural influences and tensions between near east Asia and the west in the middle ages.

This course examines in depth drawing, painting, sculptural and architectural traditions from the early Renaissance through the 18th C. The course links artistic developments with cultural influences, with an emphasis on Italian art, but also inclusive of northern Europe. (Prerequisite: ART 172 or instructor consent)

This course is intended to provide a survey of non-western, world art. It is arranged in multiple units, which will sample ethnographic art from across the world. Cultures from West Africa, the Near East and the Far East, indigenous cultures from the Americas and Oceanic cultures will be surveyed. Special emphasis is placed on relating the art to the cultural contexts from which it came. Influences such as religion and political histories are investigated in their relationship to the art. (Prerequisite: ART 101 or instructor consent)

This course develops sophisticated applications in the discipline of graphic design. The course helps students develop their professional portfolio for applied arts areas.

The Web Design course is structured to teach the visual, communication and marketing aspects of a good website. It is a project based course where students will create websites and web content using Adobe Creative Suite software (Dreamweaver, Photoshop, Flash) and other web-related tools. Course material will be tailored to the experience level of students enrolled in the course.

This course is designed to establish personal style in a variety of drawing media. Traditional subjects like the still life and the figure will be investigated along with creative and divergent situations used for expression. Significant emphasis will be placed on developing skills in formal and iconographic criticism. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 311 or instructor consent)

This course is designed to encourage the individual stylistic development of advanced painting students. Students may explore new painting media and/or figurative painting while applying previously learned techniques in creating complete artistic expressions/compositions. Students will be encouraged to work in series. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 321 or instructor consent)
This seminar style course discusses theories and ideas that underpin the current art world. The approaches of many current artists and critics are discussed. Learning will be assessed primarily through portfolio production and review. (Prerequisites: ART 102, ART 111, and one of the following: ART 141, 202, 231, 232, 233, or instructor consent)

This course is designed to encourage the individual stylistic development of advanced printmaking students. Students may explore new printmaking media while applying previously learned techniques in creating more developed projects. Learning will be assessed primarily through portfolio development and review. This course may be repeated for credit.

This course is designed to establish personal style in photography. Traditional treatment of the medium will be investigated along with creative and divergent photographic expressions. Computer applications in photography will be introduced and explored. Significant emphasis will be placed on developing skills in formal and iconographic criticism. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 341 or instructor consent)

This course is designed to develop personal style in sculpture. Contemporary issues in sculptural media and theory will be addressed. Learning will be assessed primarily through portfolio production and review.

This course provides an in depth study of the techniques and concepts of clay as an art medium. Students build on previous ceramics experience to work in series as a way of developing sophistication in their clay work. Advanced glaze technology, firing options and construction techniques constitute the course content. Learning will be assessed primarily through portfolio development and review. (Prerequisite: ART 361 or instructor consent)

This course examines in some depth the revolutionary developments in painting, sculptural and architectural traditions from the 19th C. The course links European and American artistic developments with revolutionary cultural influences worldwide; from politics and religion through science and trade.

This course examines the revolutionary developments in painting, sculptural and architectural traditions from the 19th C. as well as the Modernist traditions of the first half of the 20th C. and the initial Post-Modernist trends that follow. The course links these artistic developments with worldwide cultural influences. In addition, special attention is given to the history of design.

This course introduces students to 19th, 20th and 21st century photographic technologies, practitioners and images. Emphasis is on Western photographic practices and the impact that the invention of photography has had on our understanding of the world around us from science, history, culture, aesthetics, politics, current events, and everyday life.

This teacher directed course will center on advanced and narrowly defined studio or art historical investigations to be announced. The course’s focus may introduce unfamiliar or unusual media, or subjects, or provide very advanced level knowledge of a familiar discipline. (Prerequisites: ART 101 and consent of instructor)

This advanced course further develops applications in the discipline of graphic design. Students will work on a series of projects and develop a professional portfolio.

The Web Design course is structured to teach the visual, communication and marketing aspects of a good website. It is a project based course where students will create websites and web content using Adobe Creative Suite software (Dreamweaver, Photoshop, Flash) and other web-related tools. Course material will be tailored to the experience level of students enrolled in the course.

This opportunity encourages the student to establish advanced study in an art medium with an internship within the institution in any desired discipline. The mentor relationship will be a guided experience, which encourages the student toward mastery of a studio or historical discipline. Assessment will be through contractual arrangement with the guiding mentor. (Prerequisite: advanced work completed in the field desired)

This seminar style course discusses theories and ideas that underpin the current art world. The approaches of many current artists and critics are examined.
This course is a study of botany based primarily upon morphological and physiological concepts and principles. Major topics include the plant cell; the ontogeny, structure and physiology of plant tissues and organs; and the forms, phylogeny and life cycles of representative plant groups. Three lecture/demonstration sessions and one two-hour laboratory period per week. (Prerequisites: BIO 120)

BIO 230 Animal Biology and Physiology

This course provides a comparative study of major animal groups within a taxonomic, morphological and physiological framework. Major topics include animal cells, animal tissues, organ systems, animal phylogeny, life cycles and development. Three lecture sessions and one three hour laboratory period per week. (Prerequisites: BIO 120)
BIO 300 Microbiology
This course explores the nature and diversity of microorganisms by considering their structural, functional, ecological and taxonomic relationships. Major topics include microbial structure and growth, metabolism, environmental and ecological interactions, viruses, genetics and representative prokaryotic groups. Three lectures and one three-hour laboratory period per week. (Prerequisite: BIO 120)

BIO 315 Human Anatomy and Physiology I
This course is part one of a study of the structure and function of the human body. Major topics include the introduction to the human body, cells, tissues and skeletal, muscle, nervous and cardiovascular systems. Three lectures and one three-hour laboratory period per week. (Prerequisite: BIO 120)

BIO 316 Human Anatomy and Physiology II
This course is part two of a study of the structure and function of the human body. Major topics include the autonomic nerves and special senses and endocrine, respiratory, digestive, immune, metabolism, reproductive and urinary systems. Three lectures and one three-hour laboratory period per week. (Prerequisite: BIO 316 or instructor consent)

BIO 320 Ecology
This course provides the opportunity to study the inter-relationships between organisms, both plant and animal and their environment. These studies include intraspecies and interspecies relationships. The lab consists of field study techniques, collecting, analyzing and interpreting data. Three lecture/discussion sections and one three-hour laboratory period per week. (Prerequisite: BIO 120 and BIO 130; Recommended: MAT 110).

BIO 330 Cell Biology
This course is a study of the structure and function of eukaryotic cells from a molecular viewpoint. Major topics include molecular cell structure, energy requirements of the cell, membranes and compartments of the cell, nucleus and information of the cell and specialized cellular organelle functions. Three lectures and one three-hour laboratory period per week. (Recommended prerequisites: BIO 120 and BIO 210 or instructor consent)

BIO 340 Science Issues and Ethics
This course includes a short introduction to the study of philosophy and ethics, followed by critical analyses of current issues in health and environmental sciences. Ethical discussions are framed in a solid understanding of the science behind each topic. The course will include a variety of formats, including reading and reviewing papers and/or texts, analyzing case studies, and participating in class discussions. (Prerequisites: BIO 120 and CHE 115).

BIO 350 Medical Terminology
This course will help students learn the components of medical terms. Students will learn the basic elements of words, such as roots, prefixes, suffixes, combining vowels, and combining forms in order to understand, the word's meaning. Students will be able to apply the meaning of the word to an anatomical structure, physiological function or pathology, the Course will be mainly online but with several scheduled face-to-face meetings for discussion and examination.

BIO 415 Biology of Aging
This 3 credit course will focus on theories of human aging from a biological perspective. The structural and functional changes that occur during the aging process will be investigated at several levels: molecular, cellular, tissue, and organ system. The symptoms and clinical management of age-related diseases will also be explored. This course is targeted for students interested in the health sciences and is required for the gerontology minor/certification. (Prerequisite: BIO 120 preferred or BIO 100)

BIO 430 Immunology
This course provides a comprehensive study of the immune system. Major topics include passive immunity, cell-mediated immunity, humoral immunity, autoimmune diseases, vaccination strategies and other medically relevant topics. (Prerequisite: BIO 330)

BIO 440 Human Gross Anatomy
This course is a comprehensive study of human anatomy which includes dissection of a human cadaver. Skeletal, muscular, nervous, digestive, cardiovascular, respiratory, and urogenital systems will be covered, and emphasis will be placed on the relatedness of structure and function.

BIO 450 Special Topics in Biology
The topic for this course will vary each semester, chosen from a wide range of current research in biology. Students will read background material, participate in discussions and complete writing assignments as directed by the instructor. This course will meet for one lecture/discussion hour per week. (Prerequisite: BIO 120)

BIO 455 Research Proposal
This course provides the foundation for the Research in Biology Course (BIO 456). The students will engage in a literature survey of research in the instructor’s area of expertise and develop a research proposal consisting of a research hypothesis, a rationale for the work and experimental design. Course will meet one hour per week. (Open to students in the last two years of study and with instructor consent. Students will plan to complete BIO 456 in the following semester with the same instructor.)

BIO 456 Research in Biology
This course offers students an opportunity to do original research in an area of expertise of one of the biology faculty members. When applicable, the research will be followed with presentation of a poster or a paper at a research symposium.
This course examines the administrative and common law regulation of business. Constitutional Law, Title VII, and product liability are covered.

BUS 430 Corporate Accounting and Budgeting
This course introduces the student to the role of accounting in the business world. The principles and concepts of financial accounting and analysis of accounting statements are covered. Accounting cycles, procedures and balanced sheet classifications are emphasized.

BUS 420 Corporate Finance
This course explores the basics of financial management. Topics include the capital markets, the cash budget, pro forma statements, analysis of financial statements, and the time value of money. Students also complete a research project.

BUS 430 Legal and Ethical Environment of Business
This course examines the administrative and common law regulation of business. Constitutional Law, Title VII, and product liability are covered.
Students also examine contract law and the Uniform Commercial Code provisions on sales and secured transactions. Students will also learn about the connection between law and ethics.

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<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>BUS</td>
<td>450 Business Analytics II</td>
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<td>BUS</td>
<td>490 Business Strategies</td>
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<td>CHD</td>
<td>261 The Meaning of Inclusion: Practical and Philosophical Implications</td>
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<td>CHD</td>
<td>310 Growth/Development Child</td>
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<td>320 Role Early Childhood Educator</td>
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<td>330 Best Practices in EC</td>
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<td>430 Infants and Toddlers</td>
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<td>CHD</td>
<td>435 Developmentally Appropriate Practices in Early Childhood Education</td>
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In this course students will learn to use various tools to analyze data and make predictions. These tools include probability analysis, hypothesis testing, regression analysis, linear programming and tools for financial analysis.

In this course students will apply core business skills and their ethical framework for decision making to solve real world challenges through various techniques such as case studies, business plans and field work.

This course examines inclusion as both a philosophy and a real-time practice. The course offers a look at the benefits and challenges to including children with special needs in community settings.

This is a broad sketch of human growth and development from pre-natal stages to elementary age. Developmental processes are studied from a biological and developmental perspective. Personality development and the effects of temperament on learning are discussed.

This foundational course discusses the roots of early childhood education and the purposes of early childhood in today's society. The historical and present role of adults within the field of early childhood will be examined. Learners will explore NAEYC's code of ethics and its implications for the profession.

This class provides the theoretical framework and best practices for working in early childhood settings. Learners examine how individualized curriculum and environment can be integrated through developmentally appropriate practices in order to promote the cognitive and social development of children.

This seminar helps students grasp the breadth, depth, and foundations of early childhood education.

This seminar course covers five areas that are critical to learner success: goal-setting, library, writing, personal life balance, and computer literacy. Each of the five areas are covered briefly, and then learners choose an area to explore with an instructor. This course models the collaborative learning and the self-directedness of the program.

Early childhood staff of all levels (directors, teachers, assistants, aides, family child care, etc.) must demonstrate professionalism as strong communicators not only verbally, but as writers, as well. This course will lay the ground work of writing expectations in the program, and serve to remediate as needed.

This is a broad sketch of human growth and development from pre-natal stages to elementary age. Developmental processes are studied from a biological and developmental perspective. Personality development and the effects of temperament on learning are discussed.

This course studies the social, psychological and emotional growth of children from prenatal to elementary ages. Issues of attachment, perspective-taking and friendship are discussed.

This purpose of this course is to expand our understanding of the influences of gender, culture, economic situation, learning styles, and language on the socialization of children, and then how to use this new understanding to form the way we program for and interact with children.

In this course, students will study the emerging skills and developmental characteristics of infants and toddlers. Course topics include environments that foster development, appropriate practices, and promoting the development of autonomy.

This is a historical, present, and future perspective of developmentally appropriate practices. Appropriate classroom practices and current topics are discussed.
### Course Descriptions

**CHE 110 Chemistry in Perspective**
Chemistry principles will be developed on a “need to know basis” within the context of selected societal problems. Class format will encourage students to contribute knowledge from non-scientific fields to expand the base of applicability. This course is especially designed for the non-science major and may not be used for credit in any of the science majors or minors. Three lectures and one two-hour laboratory period per week.

**CHE 115 General Chemistry I**
Systematic introduction to the conceptual and symbolic aspects of chemistry. Critical and quantitative thought as applied to the topics of measurement, formula and equation writing, stoichiometry, atomic structure and periodicity, bonding and molecular geometry, gases, phases and phase changes. Brief introduction to Organic Chemistry. Three lectures and one two-hour laboratory period per week. (Prerequisites: High School chemistry and one year of algebra or consent of instructor)

**CHE 116 General Chemistry II**
Continuation of General Chemistry I. Solutions and Colligative Properties, Equilibrium, Thermodynamics, Qualitative Analysis, Kinetics, Reduction, Oxidation, Nuclear Chemistry. Three lectures and one two-hour laboratory period per week. (Prerequisite: CHE 115)

**CHE 141 Household Chemistry**
A general education course emphasizing applications of chemistry to daily living. Topics range from “baking to medications,” from “cleaning to

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**CHD 440 Children's Play and Learning**
Theories of Piaget, Parton, Erickson, and Vygotsky are studied to determine how children learn to play and the effect that play has on the child’s development. Historical perspectives and effects of play on learning are reviewed.

**CHD 445 Language Development and Emergent Literacy**
The research and stages of language development from birth through age seven are extensively explored. Students will understand how to guide children through the language acquisition process.

**CHD 450 Children's Literature**
Using children’s books to develop literature-based curriculum is the emphasis of this course. There is a review of authors of children’s literature and an exploration of books for a variety of purposes.

**CHD 451 Dual Language Learners**
This course will address the needs of the early childhood classroom professional. The course will move beyond the basics of child development to help educators understand the natural progression of second-language acquisition in young children.

**CHD 460 Behavior Guidance in Early Childhood**
In this course, students examine the concept of mistaken behavior, and the levels of mistaken behavior. How to promote an encouraging classroom is discussed. The short- and long-term effects of logical and natural consequences for prosocial development are reviewed.

**CHD 461 Ethics in Early Childhood**
Classical and historical ethics are explored, as well as the student’s personal values system. Individuals face tough ethical decisions with increasing frequency in our society and a framework for addressing those questions is needed. Each student will develop a system for making ethical decisions in their personal and professional life.

**CHD 470 Parent Education: Methods and Materials**
This course explores the issues of educating parents. Parenting is a process, and has a variety of rights, responsibilities, and roles that change across the life span. Needs of parents, the resources available, and the helpful interactions between the parent and the educator are discussed. Variations in parenting practices based on heritage, culture, and ethnicity are also reviewed.

**CHD 482 Young Child with Special Needs**
This course is designed to introduce the student to the information and techniques needed to develop curricula and instruction to meet the unique needs of individual children in early childhood settings. Special emphasis is given to the theories, research, and practical application from the fields of both early childhood education and special education.

**CHD 490 Portfolio and Synthesis**
This final course is designed to help learners reflect on all they have done in the BA program. Through guest speakers, research study, and reflection on practice, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience.

**CHD 610 Growth and Development of Children**
This is a broad sketch of human growth and development from pre-natal stages to elementary age. Developmental processes are studied from a biological and developmental perspective. Personality development and the effects of temperament on learning are discussed.

**CHD 620 Role of the Early Childhood Educator**
This foundational course discusses the roots of early childhood education and the purposes of early childhood in today's society. The historical and present role of adults within the field of early childhood will be examined. Learners will explore NAEYC’s code of ethics and its implications for the profession.

**CHD 630 Best Practices in Early Childhood Education**
This class provides the theoretical framework and best practices for working in early childhood settings. Learners examine how individualized curriculum and environment can be integrated through developmentally appropriate practices in order to promote the cognitive and social development of children.
cosmetics” and from “secrets under the sink” to “close encounters with clothing.” Hands-on lab activities supplement the topics. (Prerequisites: A high school chemistry course and access to a kitchen and basic utensils)

CHE 150 Real World Chemistry
This general education course explores applications of chemistry outside of the laboratory to typical living environments. This includes chemicals used in the kitchen, garage, bathroom and work places. Hands-on lab activities supplement the topics.

CHE 221 Organic Chemistry I
This course is an introductory study of organic compounds using a functional group approach and stressing basic principles. Topics covered include the covalence of carbon, isomerism, stereochemistry and the structure, properties, nomenclature and reactions of the common functional groups. The determination of molecular structure is introduced.

CHE 222 Organic Chemistry II
This course is a continuation of Organic Chemistry I. Topics covered include additional functional group chemistry, reaction mechanisms, heterocyclic compounds, proteins, lipids and synthetic macromolecules. Three lectures and one three-hour laboratory period per week.

CHE 230 Environmental Chemistry
This course considers the chemistry of earth’s natural environment: air, water, and soil. Systems will be examined to contrast their natural chemistries with potential environmental pollution effects. Three lectures per week and several field trips are taken to various laboratories. (Prerequisite: CHE 116)

CHE 326 Analytical Chemistry I
Introduction to the wet and instrumental techniques of analytical chemistry. Emphasis on Gravimetric and Volumetric Analysis, Statistical Evaluation of Data and Quality Assurance. Three lectures (150 minutes) and one four-hour laboratory period per week.

CHE 328 Introduction to Biochemistry
Molecular determinants of structure and function of biomolecules. Biological processes at the molecular level. Enzyme catalysis, bioenergetics, and metabolism. Three lectures (150 minutes) and one laboratory period (180 minutes) per week. (Prerequisite: CHE 321)

CHE 431 Advanced Inorganic Chemistry
Introduction to ligand field theory, group theory, organometallics, and catalysis. This lecture course will provide students with an introductory look at appropriate molecular theories and related descriptive chemistry. (Prerequisites: CHE 115, CHE 116, CHE 321, CHE 326, MAT 135, MAT 255, PHS 221, PHS 222, or permission of instructor.)

CHE 450 Special Topics in Chemistry
The topic for this course will be chosen from a wide range of current research and development in chemistry. Students will read background material, participate in discussions, and complete labs and/or writing assignments as instructed.

CHE 456 Research in Chemistry
This course offers students an opportunity to do original research in an area of expertise of one of the chemistry faculty members. When applicable, the research will be followed with presentation of a paper at an undergraduate research conferences and submission of a paper for publication. Two to three hours of laboratory and/or library work per credit per week.

CHE 497 Chemistry Teaching Assistant
Students enrolled in this course will work with a faculty member to gain teaching experience in chemistry courses. Activities may include: designing laboratory exercises; working with students in laboratory, classroom and tutoring environment; preparing and delivering lectures; developing course materials; grading.

CHE 498 Internship in Chemistry
The internship is designed to provide students with a work/educational experience that may help determine future educational and occupational goals.

CHI 101 Chinese Culture and Language
This course is an introduction to Chinese culture and language. It focuses on both historical and current issues in the development of modern China. Specifically the course will explore Chinese art, philosophy, politics, and history. There will also be an introduction to some basics of the Chinese language. Ideal for students planning a trip to China, wanting to know more about China, interested in beginning the study of the Chinese language, or individuals who may be doing business with Chinese companies now or in the future.

CHM 120 Exploratory Lab in Christian Ministries
Students explore Christian ministry through various roles and are introduced to the portfolio process leading toward consideration of and entry into the Christian Ministry professional programs.

CHM 266 Formational Models for Christian Ministries
Through an exploration of the scriptural, theological, historical, and social foundations of Christian ministry, students develop a personal philosophy of ministry and mission statement. Flowing out of this philosophy, students explore essential leadership skills for effective Christian ministry practice and service. As a major project throughout the course, students develop a professional Christian ministry portfolio.

CHM 280 Caring Christian Witness
Students are equipped with practical ways to share the Gospel in the context of a growing friendship with others. Students develop skills in nurturing relationships, recognizing barriers and opportunities, dealing with fears, listening actively, and applying Law and Gospel to the needs of the hearer.

2012-2013 Academic Catalog Concordia University, St. Paul, Minnesota
This course is an overview of outreach principles and strategies. Specific attention will be given to those factors in the life and activity of the church which hinder or enhance its growth. Included in the overview will be an analysis of the life and activity of a Christian congregation, steps toward mobilizing the laity, the development of a church growth consciousness, basic planning procedures for church growth, church planting theory and strategies, and basic cross-cultural insights.

Students study the theological framework of volunteer ministry, understand the connection of vocation and gifts-based volunteer ministry, explore the best practices in volunteer management, and apply learning to the design of a volunteer ministry program for a specific ministry site.

Students develop the insights and skills necessary to facilitate a relational and integrated approach to youth ministry with and for youth in a congregation, which emphasizes peer, family, and congregational support networks.

Students explore the societal and cultural contexts of family and children’s ministry, apply foundational Christian educational theory, and work with current and emerging approaches to Christian education across the lifespan.

This course presents a systematic study of the principles of administration for effective servant leadership. The foundations, role and functions of effective Christian team leadership will be discussed and practiced.

This course explores ministry in the outdoors setting. Participants will learn about utilization of outdoor sites and activities as ministry. Time is spent in learning how experiential learning can be incorporated into the study of the faith. Participants will also learn retreat planning.

Students explore the scriptural, theological, and historical role of Christian education within the church. This exploration will equip students to nurture Christians in the faith across the lifespan through an intentional implementation of Christian educational programs and experiences.

Students study and apply leadership models for guiding Christian ministry organizations into the future. Servant and team leadership, founded upon scriptural and contemporary study, serve as foundational leadership models for student exploration. The course equips students with key managerial and administrative skills essential for organizational leadership.

Students explore and apply current strategic planning theories, methods, and tools to help Christian ministry organizations fulfill their missions within ever-changing communities and cultural contexts.

Students study how to guide and assist congregations through the necessary process of productive change. Through case study analysis and projects, students apply organizational change and systems theory to congregations and ministry organizations.

The student seeking certification as a Director of Christian Education is assigned to a Lutheran school in order to teach, assist in planning and leading chapels, conduct devotions, and observe the ministry of the Lutheran school and the Lutheran classroom teacher.

Through class discussion, readings, presentation and involvement in Christian education agencies in a local congregation, students grow in understanding the purpose and function of life-long parish educational ministries. Various approaches to religious and Christian education will be studied with particular application to the Lutheran setting. (Required concurrent registration in CVM 370.)

Students observe and participate in a broad range of educational, youth, music, family, adult and children's activities in an assigned local parish while having opportunity to explore the theory and literature of the field. Students are expected to develop knowledge and skills to develop as an educational leader. This course will introduce various models for the delivery of Christian education in the parish community. Participants will explore teaching the faith, utilizing Scripture and Luther's Small Catechism as a foundation throughout the life span and will explore various ways to provide Christian education in the contemporary setting. One area for intensive leadership involvement is selected, designed and carried to completion. Class sessions provide opportunity for sharing insights, experiences and concerns with other students and the instructor. A discussion of relevant subjects and literature is included. (Required concurrent registration in CHM 371.)

Through class discussion, readings, presentations and retreats the student is prepared to structure and begin a DCE Internship.

The practicum experience takes place in a Lutheran camp for those who have been selected and hired as counselors for the summer camp setting. In addition to the on-site training, support and guidance is provided through a university instructor.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>Christian Ministry Field Work I</td>
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<td>CHM 371</td>
<td>Mission of God in Christian Ministry</td>
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<td>CHM 372</td>
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<td>CHM 381</td>
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<td>CHM 382</td>
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<td>CHM 384</td>
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<td>CHM 416</td>
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Participants will have opportunity to work in a local congregation under the supervision of a parish professional. A minimum of five hours of service per week, in addition to one seminar hour, is required.

This course traces the mission of God through the Old and New Testaments. It explores God’s intent for his mission people in the past, present, and future; and it discloses that intent in biblical narratives and texts as well as in Lutheran theology and the Lutheran Confessions.

Participants will have opportunity to work in a local congregation under the supervision of a parish professional. A minimum of five hours of service in addition to one (seminar) per week is required.

Students explore a multi-phase organizational strategy for outreach, analyze a variety of approaches to outreach and, by means of class and field experiences, design a model of congregational outreach suitable to a chosen contextual setting.

Students explore and apply the biblical principles of and methods for welcoming, discipling, and incorporating people into a Christian congregation. Students also develop an understanding of a congregational ministry to people who have withdrawn from Word and Sacrament ministries.

Students explore and analyze biblical principles and entrepreneurial strategies for the formation of ministries that can lead to church starts in various settings and contexts.

Students study the practice of teaching the faith across the lifespan, paying particular attention to principles of biblical interpretation from a Lutheran perspective. The participant will develop a philosophy of teaching that incorporates an understanding of educational theory and practice, and uses tools and skills needed for appropriate biblical study and teaching within a Lutheran framework.

This course provides students with teaching and learning experiences that use leadership, planning, and change processes to help them grow and mature as leaders in congregations and non-profit organizations. Within the context of the Christian Gospel, students will understand the cultural context of transformational leadership, apply learning disciplines to transformational leadership, expand ability to apply micro-leadership skills and learn how to equip and empower others to be leaders, planners and change agents. A major project and presentation are required.

Students collaborate with faculty to explore selected topics and issues within the contemporary Christian education context. Participants develop practical responses and explore organizational and personal change strategies.

Students explore theories of adult learning, spiritual formation, and effective teaching and adult spiritual direction strategies. Participants utilize a planning process for initiating adult education programs in the congregational setting for faith formation.

Students reflect on and formalize their understanding of Christian ministry in the context of their personal identity in Christ, the broader ministry of the Gospel, and their vision of future ministry and personal growth, in the process incorporating their understanding of faith and learning with vocation.

The role of the Director of Christian Education as an educational minister is explored and considered. Calling and placement procedures, professional ethics and expectation, the constitution and by-laws of The Lutheran Church-Missouri Synod, role of the DCE in Synod and District, and the role of the DCE in team ministry are examined. The professional portfolio is completed and ready for final interview review by faculty and field professionals as part of the certification process.

Students apply the biblical mission mandate to the challenges and joys of every believer’s life as a missionary in various cultures and contexts and North America and around the world. Students become familiar with issues related to being missionaries, such as culture shock; spiritual, physical, and emotional health; language and culture learning; team ministry; and developing support networks.

Students are introduced to the world of cross-cultural mission work in foreign fields and in the United States. The course will address cross-cultural insights in foreign, ethnic and social-economic contexts and includes field trips to government-funded and private organizations working in cross-cultural contexts, language learning insights and an African feast.

Students focus on the distinct outreach opportunities and approaches of an urban context and develop a theological perspective that moves them to connect human care and evangelistic ministry in 21st century urban centers.
CHM 481  Christian Response to Religions of the World  
Students review the core tenets of the major religions of the world and how Christian witnesses develop skills to listen sympathetically, analyze critically, and respond appropriately from a Lutheran theological perspective to people of other major faith systems.

CHM 486  Issues in Christian Outreach  
Students collaborate with faculty to explore selected topics and issues within the contemporary context of outreach leadership. Participants develop practical responses to personal experiences and explore organizational and personal change strategies.

CHM 495  DCO Internship I  
This internship is a full-time, supervised parish or cross-cultural outreach experience in the ministry of a cooperating congregation, mission organization, or Bible translation agency, extending from two to three semesters.

CHM 496  DCO Internship II  
This internship is a full-time, supervised parish or cross-cultural outreach experience in the ministry of a cooperating congregation, mission organization, or Bible translation agency, extending from two to three semesters.

CHM 497  Introduction to International Mission Director of Christian Education Internship  
This experience prepares the individual for an internship in the international mission field. The experience includes mission orientation, language acquisition, basic training in English as a Second Language, local enculturation in the host culture.

CHM 498  DCE Internship I  
The internship provides DCE students a full-time supervised involvement in the educational ministries of an approved congregation-based site for a 12-month period, emphasizing active leadership in a variety of professional tasks.

CHM 499  DCE Internship II  
The internship provides DCE students a full-time supervised involvement in the educational ministries of an approved congregation-based site for a 12-month period, emphasizing active leadership in a variety of professional tasks.

CI 550  History of Ideas in Education  
A review of the ideas and philosophies, past and present, which influence educational practices.

CI 551  Psychology of Learning and Teaching  
An advanced overview of the application of psychological principles, theories, and methodologies to issues of learning and teaching.

CI 552  Curriculum Theory  
An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation.

CI 553  Instructional Strategies  
Theory and strategies of designing technology-rich environments to support active learning in schools.

CI 554  Curriculum and Instruction  
An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation as well as the theory and practice of the developmentally effective classroom.

CI 555  Instructional Technology  
Theory and strategies for designing technology-rich environments to support active learning in schools.

CI 556  Supervision and Improvement of Instruction  
Theory and practice of supervision of educational programs and personnel with a focus on improvement.

CI 560  Curriculum and Instruction in Literacy  
An examination of the history of the school curriculum, the fundamentals of curriculum design, and methods of implementation for literacy.

CI 561  Foundations of Literacy  
A survey of the historical and theoretical development of literacy education and expectations for becoming an effective literacy teacher.

CI 562  Literacy Strategies for Grades K-6  
An investigation of literature and effective literacy strategies for the elementary classroom.

CI 563  Literacy Strategies for Grades 7-12  
A review of adolescent literature and effective literacy strategies for learners in grades 7-12.

CI 564  Assessment, Evaluation, and Supervision in Literacy Programs  
Administration and analysis of individual and group assessments and strategies for supervising literacy programs and communicating student progress.

CIT 500  Foundations and Trends in Educational Technology  
A survey of the historical and theoretical development of educational technology and an examination of future trends in K-12 education.
An examination of how to best enhance student achievement through effective incorporation of various software and hardware.

The study of various social media modes to engage the learner and enhance instruction.

A focus on leadership and professional development in planning and integrating educational technology.

This course will provide each student with an opportunity to reflect on their decision to return to college. Emphasis will be on preparations for their return to college and their development of a learning plan. Students will focus on time management, organizational skills, and practical writing for criminal justice practitioners. Extensive time will be devoted to writing fundamentals, such as mechanics, sentence structure, academic and professional prose and APA style.

This writing course, designed for criminal justice practitioners, will explore various writing fundamentals, such as mechanics, sentence structure, academic and professional prose, and APA style.

This course examines the role expectations of criminal justice and the communities it serves. Research and trends in community and problem-oriented criminal justice will be discussed, and a variety of programs examined. Learners in this course will provide insight from their experience throughout the country and explore how these community-oriented initiatives can be applied throughout the criminal justice system.

This course explores the relationships between criminal justice and the media depicted in various ways including news and entertainment. Roles, responsibilities, and legal issues will be explored.

Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated in different eras of history. Students learn how Christianity has shaped elements of culture and organizational life, how Biblical principles can shape individuals for strong leadership roles, and how to better understand Christians in the workplace within a Judeo-Christian culture.

Information today grows exponentially. This course teaches students to identify information needs in their profession, know and access criminal justice data bases, discern legitimate information, manage the data, and present information in an articulate, professional manner. Students will effectively integrate sources in academic writings using APA style.

This course explores theories and research of criminal behavior. Students will examine how past and present understanding of criminals has determined responses of society and the criminal justice system.

Students examine the issues of accountability in government and business regarding human rights and ethics through readings, discussion and debates. Exploring both ethical theory and personal values, students develop a system for making ethical decisions in their personal and professional lives. This course also explores the emotional and physical risks associated with their work and helps develop strategies that will nurture maintaining physical and emotional health.

Given the dynamic complexity of organizations, it is vital that professionals have an understanding of how organizations and systems interact. This course provides the skills to diagnose interactions and engage in finding solutions to problems. "Systems thinking" serves as one of the threads of continuity running throughout this degree program.

While multiculturalism is a popular term in today’s society, diversity issues play a particularly important role in criminal justice. This course provides an understanding of diversity from theoretical, organizational, and personal perspectives to impact the effectiveness of those employed in criminal justice and mitigate the risk of legal liability and public perception issues that negatively impact this profession.

This course will develop the understanding and working knowledge of constitutional law that professionals in this field are expected to have. Students will review constitutional history and basic concepts to understand interpretations of the Constitution by the United States Supreme Court impacting criminal justice, and learn practical research strategies to find law.

This course explores why and how governments have always treated children differently than adults. Theories of delinquency and the corresponding responses by society through the criminal justice system are addressed, as are current data, trends and programs. Students will also explore the challenges facing juvenile corrections in a society that continues to change in demographics, norms, and expectations of criminal justice.

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This writing course, designed for criminal justice practitioners, will explore various writing fundamentals, such as mechanics, sentence structure, academic and professional prose, and APA style.

This course examines the role expectations of criminal justice and the communities it serves. Research and trends in community and problem-oriented criminal justice will be discussed, and a variety of programs examined. Learners in this course will provide insight from their experience throughout the country and explore how these community-oriented initiatives can be applied throughout the criminal justice system.

This course explores the relationships between criminal justice and the media depicted in various ways including news and entertainment. Roles, responsibilities, and legal issues will be explored.

Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated in different eras of history. Students learn how Christianity has shaped elements of culture and organizational life, how Biblical principles can shape individuals for strong leadership roles, and how to better understand Christians in the workplace within a Judeo-Christian culture.

Information today grows exponentially. This course teaches students to identify information needs in their profession, know and access criminal justice data bases, discern legitimate information, manage the data, and present information in an articulate, professional manner. Students will effectively integrate sources in academic writings using APA style.

This course explores theories and research of criminal behavior. Students will examine how past and present understanding of criminals has determined responses of society and the criminal justice system.

Students examine the issues of accountability in government and business regarding human rights and ethics through readings, discussion and debates. Exploring both ethical theory and personal values, students develop a system for making ethical decisions in their personal and professional lives. This course also explores the emotional and physical risks associated with their work and helps develop strategies that will nurture maintaining physical and emotional health.

Given the dynamic complexity of organizations, it is vital that professionals have an understanding of how organizations and systems interact. This course provides the skills to diagnose interactions and engage in finding solutions to problems. "Systems thinking" serves as one of the threads of continuity running throughout this degree program.

While multiculturalism is a popular term in today’s society, diversity issues play a particularly important role in criminal justice. This course provides an understanding of diversity from theoretical, organizational, and personal perspectives to impact the effectiveness of those employed in criminal justice and mitigate the risk of legal liability and public perception issues that negatively impact this profession.

This course will develop the understanding and working knowledge of constitutional law that professionals in this field are expected to have. Students will review constitutional history and basic concepts to understand interpretations of the Constitution by the United States Supreme Court impacting criminal justice, and learn practical research strategies to find law.

This course explores why and how governments have always treated children differently than adults. Theories of delinquency and the corresponding responses by society through the criminal justice system are addressed, as are current data, trends and programs. Students will also explore the challenges facing juvenile corrections in a society that continues to change in demographics, norms, and expectations of criminal justice.
While part of the job, the unique nature of what people employed in criminal justice are subjected to impacts professional and personal lives. In this course, students explore the emotional and physical risks associated with their work and develop strategies that will assist in maintaining physical and emotional health.

CJU 455 Contemporary Issues in Criminal Justice
Current criminal justice-related events occurring nationally and locally will provide the scenarios for students to apply the knowledge acquired during this degree program in a thoughtful and scholarly manner. Students will draw upon their understanding of systems thinking, constitutional law, religion, modern trends, ethics, and individual and community behavior.

CJU 466 Contemporary Issues in Corrections for Criminal Justice
Students will discuss the challenges facing corrections in a society that continues to change in demographics, norms, and expectations of criminal justice. Institutional and community-based programs will be addressed and their relationship to other areas of the criminal justice system explored.

CJU 490 Criminal Justice Portfolio
This final course is designed to help learners reflect on all they have done during this degree program. Students will synthesize all they have learned. Preparation of a professional and educational portfolio or e-folio will cap the learning experience. Students will participate in group activities to provide closure to the program.

CJU 500 Administration of Criminal Justice
This course is a scholarly consideration of the concepts, principles, and analytical tools for effectively administering criminal justice agencies. Students will examine the critical application of strategic management skills in operational environments that are ever-changing, under intensive scrutiny by the public and media, and limited by legal, financial, and political constraints.

CJU 502 Correctional Design
The philosophies, roles, and designs of juvenile corrections continue to evolve. This course expands upon the basics of institutional and community corrections by exploring modern research and trends in modern corrections. Students will address leadership, legal, political, and financial issues impacting the effectiveness of corrections in a society with increasing demands and expectations of the criminal justice system.

CJU 505 Reflective Adult Learner and Leadership
The premise of this course is leaders must have an understanding of who they are and why they are here. Students will devote considerable time to self-examination and reflection to gain greater awareness and understanding of who they are, and how their life and professional experiences influence their paradigms and leadership qualities. There is an emphasis on attitude and emotional intelligence and how they influence leadership effectiveness and results.

CJU 512 Criminal Justice and Media Relations Politics
This course examines the relationships, roles, and responsibilities of criminal justice politics and the media. Included is a critical review of the tension that exists between the two, and how effective relationships can be fostered. Students will also learn to write press releases, organize and facilitate press conferences, and effectively utilize media resources.

CJU 520 Research Methods in Criminal Justice
This course will provide an understanding of the dynamics of problem-solving with special attention to research methodologies which result in finding creative and productive solutions.

CJU 540 Organizational Behavior in Criminal Justice
As one of the threads of continuity throughout this degree program, "systems thinking" provides a means to better understand and work more effectively with individuals and organizations. This course provides advanced perspectives of how to identify interactions and best select a means of responding from the position of manager and leader.

CJU 543 Contemporary Issues in Criminal Justice Leadership
This course examines stress from a leadership perspective by asking why and how employers should respond to mental health issues. Theory, research, and trends in employee assistance are discussed as students consider how employers can help prevent, mitigate, and respond to emotional issues impacting personnel on the job.

CJU 545 Legal and Legislative Issues
Those in leadership positions find themselves with a greater duty to recognize and respond to legal issues. This course examines how law defines policy in areas impacting the business of criminal justice, including due process, civil rights, equal protection, employment law, civil liability, and criminal procedure. In addition to identifying emerging law, this class addresses the political science of public policy at jurisdictional levels, including the United States Supreme Court.

CJU 551 Strategic Leadership
Effective leaders understand and leverage their leadership strengths to positively influence people and, in turn, an organization’s success. This course will focus on learning your personal leadership style, how to positively impact others, and how to continue to grow and develop as a leader to bring out the best in yourself and others. Acknowledging the frequent challenge to "run government like business," students will learn the strategies of successful private sector and government leaders.

CJU 570 Applied Ethics in Criminal Justice Leadership
Students will be introduced to models of ethical decision making, including the vocational ethics of Christianity. The emphasis is on the interplay between historical methods of ethical decision making and the problems professionals face every day. This course will also examine relationships and responsibilities of criminal justice politics and the media, a critical review of tensions that exist and how effective relationships can be fostered.
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<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td>CLQ 476</td>
<td>DCO Colloquy Internship I</td>
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<td>DCO Colloquy Internship II</td>
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<td>Colloquy Internship I</td>
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<td>CLQ 512</td>
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<td>CLQ 515</td>
<td>Colloquy: Teaching the Faith Across the Lifespan</td>
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<td>CJU 584</td>
<td>Accessing Criminal Justice Resources</td>
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<td>CJU 586</td>
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<td>CJU 596</td>
<td>Criminal Justice Capstone</td>
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<td>CJU 699</td>
<td>Communication in Leadership</td>
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<tr>
<td>CLQ 200</td>
<td>Introduction to Commissioned Ministry</td>
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<td>CLQ 330</td>
<td>Theory and Practice. in Christian Education</td>
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<td>CLQ 476</td>
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and devotional life of the Church.

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<tr>
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<td>CLQ 520</td>
<td>Colloquy: Leadership</td>
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<td>CLQ 572</td>
<td>Colloquy: Family and Youth Ministry</td>
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<td>CLQ 573</td>
<td>Colloquy: Role of the DCE</td>
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<td>CLQ 576</td>
<td>Colloquy: Introduction to DCE Ministry</td>
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<tr>
<td>COM 101</td>
<td>Intercultural Communication Experiential Workshop</td>
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<td>COM 102</td>
<td>Exploring Communication Styles</td>
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<td>COM 103</td>
<td>Communication Fundamentals: Interpersonal</td>
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<tr>
<td>COM 205</td>
<td>Group Communication and Facilitation</td>
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<tr>
<td>COM 210</td>
<td>Exploring Communication Styles Across Cultures</td>
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<tr>
<td>COM 212</td>
<td>Public Speaking and Performance</td>
<td>4</td>
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<tr>
<td>COM 221</td>
<td>Laptop Video Practicum</td>
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<tr>
<td>COM 222</td>
<td>Mass Communication</td>
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This course presents a systematic study of the principles of administration for effective servant leadership. The foundations, roles, and functions of effective Christian team leadership will be discussed and practiced. Leadership styles and skills will be discovered and practiced.

This course provides students with the necessary insights and skills to develop and facilitate a ministry with and for youth and families in a congregation. A relational approach to youth and family ministry emphasizes the need for peer and family support. Philosophical and practical aspects are emphasized to help students understand youth and family ministry as an integral part of the congregation's mission. A discussion of related subjects, resources and literature is included.

The role of the Director of Christian Education as an educational minister is explored and considered. Calling and placement procedures, professional ethics and expectations, the constitution and by-laws of The Lutheran Church-Missouri Synod, the role of the DCE in Synod and District, and the role of the DCE in team ministry are examined.

Through class discussion, readings, presentations, and involvement with Directors of Christian Education, students grow in understanding the purpose and functions of a Director of Christian Education.

The world around us— at work, in local schools, in the community — is becoming increasingly diverse. This course focuses on increasing understanding of cultural similarities and differences.

This course explores communication style differences and examines models of understanding and strategies for dealing with those differences in greater depth. Cultural communication styles such as direct/indirect, elaborate/succinct, high context/low context, speaker-centered vs. listener-centered and personal/contextual will be explained, analyzed, and applied.

Students examine their methods of interpersonal communication in various contexts including dyadic, small group, and mediated communication. Individual activities and group work include both oral and written components. Class discussions and small group activities provide opportunities to practice and refine interpersonal communication skills. Objective exams and quizzes focus on cognitive learning of the principles and concepts in the various communication contexts. (COM103 is one of the two choices for the communication general education requirement for all students. It is also a requirement for all communication majors.)

Why is it that 50% of organizational changes fail? Learn how to properly communicate the reasons for upcoming change; how to empower your employees to problem solve with you for maximum buy-in; learn how to recognize employee resistance to change and how to defuse it; and how to create an organizational culture where employees feel ownership.

Students study and practice communication in small task groups, including leadership and facilitation of groups and group dynamics. A group project examining small groups is required from task groups. Course units include goal setting, cohesion and norms, power, leadership, decision-making and problem solving, conflict and facilitating task and interpersonal relations in groups. (Prerequisite: COM 103 or COM 212)

This course explores communication style differences and examines models of understanding and strategies for dealing with those differences in greater depth. Cultural communication styles such as direct/indirect, elaborate/succinct, high context/low context, speaker-centered vs. listener-centered, and personal/contextual will be explained, analyzed, and applied.

Students prepare and deliver various types of public performances including speeches and oral interpretation. The evaluation and criticism of speeches is studied. Videotape helps students adjust to their performance style and improve presentation delivery. Course units include speech construction, presentation and delivery, audience and text analysis, informative, persuasive and special occasion speeches as well as visual aid construction. (COM 212 is one of the two choices for the communication general education requirement for all students. It is also a requirement for all communication majors.)

This course is for the student who wants to learn the most basic video production skills using their laptop webcam and free editing software. Students will produce several short group projects. Video production projects develop the skills of video recording, editing, and titling. This class meets with students enrolled in COM222.

Students study and learn to critically appraise various media by exploring the weaknesses and strengths of each. The content of the course
includes newspapers, magazines, books, radio and recordings, television and the new electronics, films, advertising and public relations. Media law and regulation, media ethics, and social responsibility will also be studied. Video production projects develop the skills of video recording, editing, switching, and titling. (Prerequisite: COM 103 or COM 212)

COM 223 Broadcast Production 3
Students are familiarized with equipment within the television studio and field production truck. Through hands-on training and simulations students gain a full understanding of how the various components of the control room work together to produce studio and remote productions. Students will crew studio shows and several athletic webcasts as part of the hands-on training. Athletic webcasts require some evening and weekend commitments. Each student will draft a plan for a studio or remote show and produce a 25 minute stand-alone production.

COM 224 Introduction to Video Production 3
This course will introduce students to the fundamentals of video production. They will learn the basic uses of production equipment, both recording and editing, and will apply that knowledge to their own hands-on projects. Production theory will be studied both as it applies to their own projects and to classic and contemporary media examples.

COM 228 Public Speaking: Overcoming Fear 2
This course is intended to help students overcome a fear of public speaking. Please understand that while this course can get you started, it is not expected that upon completion of the course you will be able to present without any fear. It is expected, however, that you will have a better understanding of the problem and how to deal with it.

COM 309 Intercultural Communication 4
Students explore the principles and processes of communication between cultures. Course topics include intercultural communication models, the impact of different cultural patterns on the communication process, the anthropological concept world view and its impact on intercultural communication, detection of communication problems in intercultural situations, gender and diversity issues in intercultural communication, and constructing valid strategies for communicating inter-culturally. (Prerequisite: COM 103 or COM 212)

COM 322 History of Film and Television 3
Students study film and television as it has developed throughout the 19th, 20th, and 21st centuries. Screenings of classic films and television are complimented by class analysis and discussion of how the moving image has changed over time. This is not a production course, as students will focus instead on understanding film theory and aesthetics.

COM 323 TV Producer Practicum 3
Students in this course are responsible for producing original programming for the campus cable channel. Responsibilities include overseeing all production aspects of a show as well as assigning roles to and managing other students during shoots. Students are encouraged to develop projects of personal interest. May be repeated for up to 6 credits.

COM 324 Intermediate Video Post-Production 3
This course is designed to give students intermediate to advanced experience in Adobe Premiere Pro as well as a basic experience in Adobe After Effects and Adobe Encore DVD. Students are responsible for shooting and editing several projects over the course of the semester.

COM 327 Television News Gathering 3
This course is designed to give students both theory and hands-on experience in television news gathering. Students will learn the theories and means of putting a news program together and put that experience to use by taping and airing a news program for the campus cable channel on a weekly basis.

COM 363 Interviewing for the Professional 2
Students study and practice conducting interviews in professional activities such as: diagnostic interviews (as related to sexual harassment), discipline and termination interviews, performance appraisals, and focus groups. The interviewing skills used to develop those activities include preparing and developing a guide, questioning, probing, listening, recording, and concluding the interview. (Prerequisite: COM 103 or COM 212)

COM 364 The Job Interview 2
Students study and practice interviewing skills as interviewee and interviewer in the job selection process. Interviewee skills will focus on résumé writing and building, informational interviewing, interview preparation, verbal and nonverbal responses to questions, and assessing ones fit in an organizational culture. Interviewer skills will focus on creating a job interview guide, legal and illegal questions, nonverbal variables, and professionalism. (Prerequisite: COM 103 or COM 212)

COM 403 Family Communication 3
Students examine communication patterns in functional families and interpersonal relationships. Reading and discussion are combined with experiential activities. Course units include diverse family systems, communication patterns, family roles, power, decision-making, conflict, stress and coping, ecology, and improving family communication. (Prerequisite: COM 103 or COM 212 or consent of instructor)

COM 404 Conflict Management 3
This course offers a broad overview of the study of conflict from a communication perspective. It introduces students to current theoretical and applied issues in the study of conflict management using social science theories to help explain the process of interacting with others. Specifically, the course examines the nature, causes, and techniques for managing conflict across a wide variety of situations including societal clashes, psychological turmoil, group decision-making, intimate relationships, and organizational interaction. While each of these situations differs in important ways, there are commonalities in how conflict functions across them. We will look at those commonalities to understand the role of communication in conflict. The assignments and class activities focus upon the theories, models, principles, and concepts of conflict and their application to a variety of relationships. (Prerequisite: COM 103 or COM 212).
Students study and explore special topics in intercultural communication in this advanced seminar course. Students apply intercultural communication concepts, theories, and models to various contexts, including educational, political, social, and religious institutions. The seminar format allows students opportunities to discuss ideas in depth and to cater projects and papers to individual areas of special interest. (Prerequisite: COM 309 or consent of instructor)

Students in this course are responsible for producing original programming for the campus cable channel. Responsibilities include overseeing all production aspects of a show as well as assigning roles to and managing other students during shoots. Students are encouraged to develop projects of personal interest. May be repeated for up to 6 credits.

Students study and apply human communication theories to the study of interpersonal relationships including small groups, gender studies, work relationships, friendships and marital relationships. Perspectives on and methods of critical inquiry and research are an integral part of the course content. Research projects are presented to the rest of the class as well as submitted to professional organizations for review. (Prerequisites: COM 103, COM 212, COM 205, COM 222, COM 309) COM 442 and COM 443 are intended to be a yearlong capstone sequence.

Students study and apply rhetorical communication theories to the study of communication events including speeches, speakers, movements, posters, films, campaigns, television programs, advertising, and other forms of public communication. Students examine the ways in which beliefs, values, attitudes, and behavior are deliberately affected through communication. Both qualitative and quantitative research in persuasion is studied. The major project is an application of theory and research. Research projects are presented to the rest of the class as well as submitted to professional organizations for review. (Prerequisites: COM 103, COM 212, COM 443) COM 442 and COM 443 are intended to be a yearlong capstone sequence.

Basic quantitative approaches and methods are applied to communication studies. The course includes research question construction, survey research, SPSS, and quantitative comparisons.

This course will engage students in dialogue regarding communication ethics and inherent ethical dilemmas. Students will gain awareness about their own ethical philosophy and their ethical decision making processes. A connection will be made between communication theory, communication philosophies, current events, and personal experiences. It should prove to be an interesting, thought-provoking course. (Prerequisite: COM 103 or COM 212)

This course provides an overview of the field of Health Communication through the development of an online healthy lifestyles intervention for college students. Students will create portfolio-quality materials while also exploring the relationship between online social communities and health behavior, communication between patients and caregivers, social and cultural health issues, the media's influence on health, and explore career opportunities in health communication.

Students examine theories of communication systems, processes and assumptions in organization structures. Topics include roles, relationships and responsibilities of individuals within organizations as well as skills in and applications of organizational communication. Interviewing skills in the various demands of organizations will be examined and practiced. Values and ethical communication behaviors are explored through a variety of activities including cases, self-assessments and field studies. (Prerequisites: COM 103 or COM 212, and COM 205)

Students participate in a variety of internship programs in such experiences as editing, publishing, broadcasting, television, human resources, and public relations under the supervision of Communication faculty. Internships are tailored to the needs, interests, and career aspirations of the student. Portfolios, learning logs, and meetings with the internship faculty supervisor are required for all internships. (Prerequisites: COM 103 or COM 212, COM 205, COM 212, COM 222, COM 325, ENG 120 and permission of communication faculty advisor)

This course is designed to increase one's understanding of strategic communication management, as well as increase knowledge of the theory, research, and practice of organizational communication. This course explores contemporary organizations and the pervasiveness of communication in all aspects of organizational life. It emphasizes problem solving, decision-making, innovation, and customer service from a communication perspective. Professionals work together in class to develop solutions.

This course is designed to provide professionals with an understanding of the principles and practices of persuasion, advocacy, and social marketing. Learners explore theories of persuasion that guide the preparation of ethical messages intended to gain compliance, increase advocacy, and change attitudes and behavior. Professionals research and learn key concepts and conceptual frameworks in social marketing such as how to segment, reach target audiences, and influence others in a socially responsible way. The course provides opportunities for hands-on development and production of public relations and advertising materials so that the professionals' ability to manage these processes will be based on their own experience. Preparation of an integrated communications plan for a "real world" problem is an integral part of this course. Professionals will also have an opportunity to develop presentation skills through assignments and in-class activities.
**COM 520 Media Strategies**
This course presents a structured approach to understanding and managing internal and external communication processes. Topics addressed include media relations; research and creation of strategic public relations media plans; audience analysis, and media characteristics; media and marketing decisions; managing marking and emerging communication technology functions and budgets. Special attention is given to the role of new media, as well as providing professionals with the knowledge and practical skills needed to communicate effectively and persuasively.  

**COM 530 Interactive Media Management**
This course explains how emerging communication technologies affect interpersonal and organizational communication. Students will work with different types of interactive media, while also researching and discussing issues related to cyberspace, virtual communities, collaborative teams, business in global networks, search engine optimization, search engine marketing, digital brand integration, Web analytics, blogs and podcasts, and wireless marketing.  

**COM 540 Communication Inquiry and Measurement**
This course provides an overview of the application and interpretation of data in communications management. Topics include: audience rating, research survey design and implementation, analysis of programs and campaigns, introduction to online analytics programs, formative evaluation, measuring integrated marketing communication, and secondary data sources.  

**COM 545 Applied Communication Competencies**
This course develops communication skills necessary for strategic communication management based on the results of the cohort skills assessment. The following competencies may be included: social media skills, advanced and technological presentation skills, web design, coaching, training, and interviewing.  

**COM 550 Communication Strategies for Conflict Management**
This course provides an overview of the nature and functions of communication in human conflict. Professionals develop communication skills, such as listening and collaboration which are necessary for managing conflict productively in interpersonal, organizational and intercultural contexts. Professionals will gain an understanding of patterns, research and processes associated with conflict management styles and civility. This course will also address how language, perception, gender communication, and generational differences and context influence the conflict process.  

**COM 560 Intercultural Communication**
This course provides an overview of the major concepts, research, theories, and models of intercultural communication, with an emphasis on using these ideas in applied contexts. Important topics addressed in this course include: worldviews, communication styles, skills development in intercultural arenas, societal influences on stereotyping, ethnocentrism and racism, cultural value orientations, nonverbal dimensions of communication, language interaction, gender communication, intercultural issues, stereotypes, intercultural transitions, and adaptation.  

**COM 570 Leadership Communication**
This course emphasizes the communication processes of leadership with particular focus on assessing and researching leadership skills, strategic organizational planning, decision making, problem solving, mentoring employees, collaborative team management skills, cultivating a supportive work environment, change management, facilitation and meeting management skills, presentation skills, and interviewing skills.  

**COM 580 Innovative Communication**
Innovation is essential in organizations in the new millennium. Innovation can be learned, organized, and executed by professionals in organizations. This course researches the fundamentals of innovation, and looks at how innovation can create the future in organizations. Innovation and futurism are addressed from a strategic communication management context.  

**COM 590 Crisis Communication Management**
This course addresses the basic elements of crisis communication, procedures for developing a crisis communication plan, and strategies for reacting to crises when they occur. Professionals are trained to deal with the media in less-than-optimal situations, learn how to develop plans for different critical audiences, and research the most effective strategies for communicating the organizational message during a crisis. The course examines various types of crises that can occur in organizations.  

**COM 600 Corporate Responsibility and Ethical Communication**
This course provides professionals with a clear understanding of the ethical theories and moral philosophies that relate to ethical decision making in a variety of communication contexts including: organizational, mediated, mass media, and interpersonal communication. The course will examine the components and hindrances of good ethical decision-making in communication. Professionals will learn how to think critically, gain sensitivity in using appropriate language, express their reasoning clearly both in written and verbal communication, and to research the role of communication in the creation of corporate culture. Through case studies, readings and visits from local executives during class, professionals are exposed to ethical issues that arise in communication and are required to argue and analyze the ethical dilemmas they will encounter in the working world. Learners will gain skills in assessing ethical risk to organizations in the public sphere and develop insights into their personal philosophies.  

**COM 695 Capstone**
The capstone experience provides the professional with an opportunity to review and to use the skills acquired in the strategic communication management program. Two options are available: An applied thesis project and a comprehensive Electronic Portfolio. In both options students work one-on-one with their capstone director on applying skills and concepts. Research, analysis, strategic thinking, message shaping, and evaluation skills come together in the capstone. Students will receive ongoing guidance and feedback from their project director. Presentations are held at the end of the course to share learning with other students.
CSC 105  Computers for Beginner Users  2
This course is for those with little or no experience with computers. It begins with an introduction to computers and their terminology, followed by a discussion on Microsoft Windows XP and the use of Microsoft Office 2002 application software. The course will wrap up with a brief discussion on using email and surfing the Internet.

CSC 300  Computers for Advanced Users  2
This course explores features for word processing, spreadsheets, database management, and presentation graphics software programs that increase problem-solving skills and creativity for professional use.

CSC 301  Programming and Problem Solving  3
This course emphasizes structured programming and problem solving techniques as implemented in a high level language. Topics include input and output procedures, control structures and Boolean expressions, functions and procedures with parameters, recursion, looping techniques and data structures. (Prerequisite: MAT 125 or equivalent)

CVM 101  Old Testament – pre-DELTO  2.5

CVM 130  Christian Doctrine I – pre-DELTO  1.5

CVM 131  Christian Doctrine II – pre-DELTO  1.5

CVM 151  Teaching the Faith – pre-DELTO  1

CVM 160  Worship Leadership and Training – pre-DELTO  1

CVM 161  Introduction to Christian Outreach – pre-DELTO  1

CVM 201  New Testament – pre-DELTO  2

CVM 210  Peer Ministry  3

Peer Ministry integrates the act of caring and serving others with a Christian belief and values system. This course equips people of all ages with skills, faith, and values to be a caring friend. Participants will be trained to facilitate youth and adults to serve as peer ministers in congregations and community organizations. Participants will learn to express care and support within diverse communities and will learn to practice communication skills, facilitate small groups, and learn the role of the listener/helper. (No pre-requisite).

CVM 220  Outreach Leadership Institute: Building Blocks for Today’s Great Commission  2
The Outreach Leadership Institute (OLI) is a course designed within the context of a 2-day training event to better equip individuals involved in or responsible for evangelism and outreach at the congregational level. OLI will help congregations re-kindle their vision for sharing the Gospel and equip them with the requisite skills and theories. It is intended to benefit teachers, administrators, Directors of Christian Education, Directors of Christian Outreach, Directors of Parish Music, lay workers, pastors, and other professional and volunteer leaders by sharpening their skills in the area of evangelism and outreach while serving in their particular areas of ministry. Participants will learn significant information, strategies, methods, and theories related to congregational and educational outreach. Besides an opening plenary session, each participant will choose two-4 1/2 hour modules, each module studying one outreach topic. The entire institute will be bathed in prayer and worship. This annual event strives to strengthen the Building Blocks for Today’s Great Commission Congregations.

CVM 240  Church History - pre-DELTO  1.5

CVM 250  Introduction to Pastoral Ministry and Portfolio  1
This course, required for all pre-Pastoral [and pre-Deaconess] students, should be taken after achieving 32 semester hours. The course will include activities and assignments to assist students in the exploration of their journey to becoming a pastor [or deaconess], their understanding of ministry and their development of a professional portfolio. Participants will draft elements of the portfolio required for pre-pastoral [or pre-deaconess] program exit interviews.

CVM 262  Parish Leadership, Service, and Administration – pre-DELTO  2

CVM 270  Introduction to the City I  3
This class is the first part of a two semester sequence designed to give students an understanding of life in the urban setting. This course develops an understanding of the dynamics of the urban area. Opportunities are also available in this course for the Christian to explore what it means to be a child of God in the urban setting. The course is cross-cultural and cross-disciplinary.

CVM 275  Introduction to the City II  3
This class is the second part of a two semester sequence designed to give students an understanding of the life in the urban setting. This semester focuses upon world religions, grant writing, and challenges of the city. The course is cross-cultural and cross-disciplinary.

CVM 366  Introduction to Word and Service Ministry  2
Through class discussion, readings, presentations and involvement with field-based professionals, students grow in understanding of the purpose and function of Ministers of Word and Service as Directors of Christian Education and Directors of Christian Outreach. Emphasis is placed upon Scriptural, historical, social and educational foundations of Minister of Religion-Commissioned and on the development of a philosophy of
ministry, personal mission statement, and professional ethics. The admission to program portfolio is developed and made ready for program entrance interviews.

CVM 368 Urban Practicum
Participants will experience service in an urban environment, learning about the community and becoming involved in direct service. The participant, instructor and site director will jointly design this experience. Readings will focus upon the unique urban culture.

CVM 369 Outdoor Ministry Practicum
The practicum experience takes place in a Lutheran camp for those who have been selected and hired as counselors for the summer camp setting. In addition to the on-site training, support and guidance is provided through a university instructor. (Prerequisite: Hired on the summer counseling staff of a Lutheran camp.)

CVM 370 Word and Service Ministry Field Work I
Participants will have opportunity to work in a local congregation under the supervision of a parish professional. A minimum of five hours of service in addition to one seminar per week is required. (Prerequisite: DCE enrollment in PEA 366, concurrent; DCO/Concurrent enrollment CVM 366.

CVM 372 Word and Service Ministry Field Work II
Participants will have opportunity to work in a local congregation under the supervision of a parish professional. A minimum of five hours of service in addition to one (seminar) per week is required.

DCE 361 DCE Practicum
The student seeking certification as a Director of Christian Education is assigned to a Lutheran school in order to teach religion, assist in planning and leading chapels, conduct devotions, and observe the ministry of the Lutheran school and the Lutheran classroom teacher. (Prerequisites: admission to the DCE program, ED 336 Educational Psychology)

DCE 366 Introduction to DCE Ministry
Through class discussion, readings, presentations and involvement with field-based directors of Christian education, students grow in understanding the purpose and function of a Director of Christian Education. Emphasis is placed upon Scriptural, historical, social and educational foundations of the Director of Christian Education.

DCE 367 Pre-Internship
Through class discussion, readings, presentations and retreats the student is prepared to structure and begin a DCE Internship. (Prerequisite: DCE 366, admission to the Professional Program.)

DCE 433 The Role of the Director of Christian Education
The role of the Director of Christian Education as an educational minister is explored and considered. Calling and placement procedures, professional ethics and expectation, the constitution and by-laws of The Lutheran Church-Missouri Synod, role of the DCE in Synod and District, and the role of the DCE in team ministry are examined. The professional portfolio is completed and ready for final interview review by faculty and field professionals as part of the certification process. (Prerequisite: DCE 498, DCE Internship)

DCE 498 DCE Internship
The internship provides DCE students a full-time supervised involvement in the educational ministries of an approved congregational-based ministry site for a twelve-month period, emphasizing active leadership in a variety of professional tasks. (Prerequisites).

DCE 499 DCE Internship II
The internship provides DCE students a full-time supervised involvement in the educational ministries of an approved congregational-based ministry site for a twelve-month period, emphasizing active leadership in a variety of professional tasks. (Prerequisite: Successful completion of DCE 498 DCE Internship I)

DCO 497 Introduction to International Mission, Director of Christian Outreach
This experience prepares the individual for an internship in the international mission field. The experience includes mission orientation, language acquisition, and basic training in English as a second language, local enculturation in the host culture.

DCO 498 DCO Internship I

DCO 499 DCO Internship II

DI 509 Application of Differentiated Instruction in Gifted Education
This course is a study of the improvement of educational practices in relation to differentiated instruction with emphasis on gifted education.

DI 515 Family Systems for Educators
Best practices for building strong family-school relationships; a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life.

DI 532 Collaboration in Inclusive Settings
A study of applied best practices for implementing and sustaining collaborative teaching in inclusive settings. Areas of focus include skills for collaboration, co-teaching, inclusive school practices, team building, shared problem solving, interpersonal communication, conflict and controversy, and home-school communication.
A study of classroom strategies, state and district initiatives and support resources that help children and youth with mental health needs learn successfully in the inclusive classroom setting.

Exploring and applying the values underlying inclusion, the foundations of successful inclusion, differentiating instruction and classroom management.

This course will focus on methods of instruction for diverse learners. Students will develop knowledge and skills for planning, implementing, coordinating and evaluating differentiated teaching and learning environments that challenge and assist diverse learners to achieve at their highest level of ability.

An introduction to the study, exploration and application of effective practices for all classroom learners. Focus is on classroom instruction blending of whole-class, group and individual instruction on the premise that instructional approaches are to be varied and adapted in relation to the diverse student needs in the classroom.

Many of these behaviors are part of specific disorders like Autism Spectrum Disorder, Sensory Processing Disorder, ADHD, and Nonverbal Learning Disorder. We will examine each of these disorders and its characteristic behaviors. Once a behavior is recognized in a disability perspective, strategies can be implemented which ensure great success to the child, parents, and early childhood educators. Resources for referral will be shared.

Join the faculty of Concordia University and the Minnesota South District for this annual conference. Choose from over 60 sectionals with tracts geared for infants, toddlers, preschool, kindergarten, primary, school age, administrator as well as general topics to update your knowledge, exchange ideas, and reaffirm your commitment to the education of young children. For more information and conference register see the website: www.esp.edu/earlychildhood or call 651-641-8857

This course provides early childhood educators with the theoretical foundation for emotional development of young children. Using the concepts and strategies discussed in the course, educators can develop best practices for enhancing children’s mental health through the physical and emotional environments.

Emphasis is placed on an understanding of history and current trends for three, four, and five year olds in early childhood and kindergarten. The focus of the course includes the development of appropriate learning environments and teaching strategies for skilled, foundational, and impressional treatment of all curricular areas. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. This course includes 30 hours of practicum time with young children. (Prerequisite: PSY 210)

Emphasis is placed on an understanding of the history and current trends for Kindergarten. The focus of the course includes the development of appropriate learning environments, activities, and strategies for intentional teaching in all curricula areas. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance, and partnerships with parents.

Emphasis is placed on an understanding of the history and current trends for kindergarten. The focus of the course includes the development of appropriate learning environments, activities, interactions, and strategies for intentional teaching in all curricula areas. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance, and partnerships with parents.

This course is designed to prepare educators and allied professionals to guide young children through the process of language acquisition and emergent literacy. The research and stages of language development from birth through age seven are extensively explored. Literacy strategies are explained, modeled, and experienced. The process of acquiring English as a second language and supportive strategies from adults and peers is also explored. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. Twenty-five hours working with young children is required. (Prerequisite: PSY 210)

This course includes the study of the emerging skills and developmental characteristics of infants and toddlers (birth to age three) and how to create an educational environment to promote their physical, cognitive, and social-emotional development. This course is designed to provide the skills for working with young children in a variety of settings. Course topics include the impact of the early years, behavior and guidance, health and safety issues, program and teacher licensure, and work with parents. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. (Prerequisite: PSY 210)
### ECE 326 Building Primary Classrooms
Emphasis is placed on an understanding of the history, goals, and current trends in the education of primary children. The focus of the course includes the development of a creative primary learning environment and strategies in achieving the standards set by the State of Minnesota.

### ECE 425 Young Children with Special Needs
This course is designed to introduce students to the laws and techniques needed to develop curricula and instruction to meet the unique needs of individual children in the early childhood setting. Emphasis is given to the integration of theories, research, practical application, and promotion of collaboration between early childhood professionals, special educators, and parents. Particular attention is given to authentic assessment which informs instruction, program planning, and individualization of activities. Also included is the presentation and discussion of the theory of behavior guidance in an inclusive early childhood classroom. May be taken in lieu of ED 439. If so, 25+ human relations hours working with students with disabilities are required. This course, like all early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents. (Prerequisite: PSY 210)

### ECE 426 Organization and Administration of Early Childhood Education
This course, which is normally completed during the student teaching semester, deals with the following administrative topics: responsibilities of the early childhood director, supervision and evaluation of staff, staff development, budgeting and finances, health maintenance and safety, parent involvement, and public relations. (Prerequisite: PSY 210)

### ECE 427 Authentic Assessment and Guidance in ECE
Students will examine the various methods of child study, observation, portfolio development, and other authentic assessment strategies as a way to assess children’s growth and the development of knowledge and skills. Classroom management strategies will be explored including the effect of classroom practices and learning environments on children’s behavior.

### ECE 520 Effective Research Writing
This course will emphasize the difference between academic writing for a master's program and writing for personal use. APA Formatting will be emphasized, strategies for developing a literature review, and writing for academic use will be included.

### ECE 521 Topics and Research in Early Education
This course will explore the current research in early education focusing on the theme of evidence based practices by integrating theory with the activities of teacher researchers. Current empirical studies will be used to apply and understand research methods.

### ECE 522 Play: Theoretical Foundations and Applications
This course is a study of the various theoretical foundations of play and their application to young children’s development and learning. Students examine the role of the teacher in children’s play, analyze play environments, and review the issues and research affecting children and curricula.

### ECE 523 Topics in Early Childhood Education
This course is a study of current issues in early childhood education in an historical context, emphasizing their relevance to and impact on today’s programs for children ages eight and under.

### ECE 526 Curriculum and Instruction in Early Childhood Education
Along with the presentation of curriculum and instruction theory, this course will explore the development and implementation of early childhood curriculum and instruction. The link between assessment and program evaluation will be made.

### ECE 527 Observation and Assessment in Early Childhood Education
The various methods of child study, observation, portfolio development, and other assessment strategies are studied as a way to assess children’s growth and the development of knowledge and skills. In addition, current classroom practices and learning environments are explored to identify changes that benefit children, their families, and communication between program and home.

### ECE 541 The Diverse Classroom
This course presents studies of education in multicultural settings. Students explore the values, beliefs, customs, and perceptions of racial and ethnic groups which affect social life and the education of children. Concepts of culture, social class, and power are developed.

### ECE 544 Language Development and Emergent Literacy
Current research is studied in regard to emergent literacy and language development in children with implications for the classroom teacher. Whole language strategies are explored for children from birth through age seven.

### ECE 576 Methods in Early Childhood Programming
This course is an in-depth look at current literature that supports leadership in early childhood education and then extends learning to the complexities of quality programming in early childhood education.

### ECE 577 eFolio and Completion

### ECE 650 Intentional Teaching in Early Childhood Education
Along with the presentation of curriculum and instruction theory, this course will explore the development and implementation of early childhood curriculum and instruction in a child focused way that emphasized a lived curriculum. The link between authentic assessment and program evaluation will be made.
ECO 101 America in the Global Economy: Macroeconomics 4
This course will illustrate the dynamic integration of America within the global economy by focusing on macroeconomics policy areas such as trade, exchange rate policy and domestic economic policy. The course will also introduce students to alternative theoretical frameworks such as classical, Keynesian, monetarism, rational expectations, Marxist, and institutionalist perspectives. The course will explore problems facing the less industrialized countries and the newly emerging countries and the United States’ role in their development.

ECO 102 America in the Global Economy: Microeconomics 4
This course will illustrate the dynamic integration of America within the global economy by focusing on the microeconomics issues such as the role of multinational corporations, antitrust policy, and strategic trade policy. The course will first introduce students to basic microeconomics theory such as market structure (perfect competition, monopoly, monopolistic competition, and oligopoly), factor markets, the role of government in the global economy, welfare reform, environmental policy and trade, and exchange rate policy. The course will then illustrate the global dimensions of domestic microeconomics policy. (Prerequisite: ECO 101)

ECO 201 Econometrics 4
This course will introduce students to basic econometrics, such as regression analysis and problems in regression analysis such as multicollinearity, heteroscedasticity, and autocorrelation. (Prerequisites: ECO 102, MAT 110)

ECO 401 Global Economics 4
This course will introduce students to the theories explaining trade and financial (exchange rates, foreign direct investment) markets in the economy. The course will also focus on policy issues in the trade and financial sectors such as the effectiveness of domestic trade and monetary policy, coordination of international exchange rates and the role of institutions such as the Federal Reserve System and the World Trade Organization in the present global economy. The course will also introduce students to national and local ethnic markets.

ED 200 Introduction to Teaching 1
An introduction to Concordia’s teacher education program including its rationale and procedures for admission, retention and completion of the program. Students are introduced to the teaching profession and explore their own currently held understandings, beliefs and dispositions about teaching. 25 Human Relation hours are required.

ED 201 Foundations of and Introduction to Education 3
Concordia’s teacher education program and its conceptual framework are introduced to students in this course. This course introduces students to the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice is constructed. During the duration of the course students need to register for required MTLE Basic Skills Test (additional fee). A 15-hour field experience that satisfies a portion of the university’s human relations requirement is included. Admission to Program is an outcome including development of eFolio and admittance to program interview.

ED 290 Language and Society 4
This course examines the diverse nature of human language and the social factors that influence it such as culture, age, gender, social class, setting, topic, and identity. In its study of languages, dialects, codes, and society, the course attempts to foster multicultural understanding and to diminish American ethnocentrism.

ED 330 Human Diversity and Relations 2
This course helps students experience, understand and become sensitive to human diversity and presents strategies for teaching human relations skills in the classroom setting. A 15-hour field experience that satisfies a portion of the university’s human relations requirement is included.

ED 336 Educational Psychology 3
This course applies the basic principles of human development and behavior to the classroom situation. Emphasis is given to the teacher education conceptual framework, theoretical backgrounds in learning, and their application to the classroom. Topics include the characteristics of children, student variability, educational planning and instructional objectives, classroom management and assessment. A 15 hour field experience that satisfies a portion of the university's human relations requirement is included.

ED 342 Teaching Literacy 4
The important connection between all the literacy skills reading, writing, listening, thinking and speaking is addressed. An understanding of a balanced reading approach is emphasized. The approach includes methods of embedding a wide variety of children’s literature in the classroom through literature circles, thematic units, reading and writing conferences, reading and writing workshops, process writing and authentic assessment. Teaching strategies for building comprehension, word recognition and word analysis skills are presented as well as appropriate developmental and instructional orientation to spelling, grammar and punctuation. (Prerequisite: admission to Teacher Education Program). Enrollment is concurrent with ED 371 Teaching Practicum.

ED 345 The Effective Elementary Teacher 2
Instructional methods and materials that have wide application to the elementary grade levels are examined. Particular emphasis is given to such topics as the decision-making inherent in teaching (CSP model), effective instruction (planning, critical presentation skills, student interest, motivation, and involvement, etc.) and effective classroom management. (Prerequisite: admission to Teacher Education Program). Enrollment is concurrent with ED 371 Teaching Practicum.

ED 346 The Effective Middle School Teacher 2

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The historical, sociological, psychological and philosophical aspects of the middle school are studied. Discussion and activities focus on the purposes, functions and implications of the curriculum and the learner. Students explore middle school teaching practice and student learning in the classroom and current middle school organization and practice. (Prerequisite: admission to Teacher Education Program)

ED 347 The Effective Secondary Teacher
This course provides a study of the purposes, history, philosophy, organization, operation, students, curriculum, teaching practices, and current problems of secondary schools in the United States. Emphasis is on the knowledge and skills necessary to teach effectively in a secondary school. (Prerequisite: admission to Teacher Education Program)

ED 348 Second Language Acquisition
This course examines both the cognitive aspects of second language acquisitions, and the social and cultural ones. The acquisition of the second language and the first language are compared and contrasted. The acquisition of language in a multilingual environment is explored.

ED 351 Teaching of 9-12 Mathematics
This course emphasizes the application of educational theory and psychology in the secondary mathematics classroom. Students learn to develop their own teaching styles within constraints of good planning, proper classroom management and appropriate assessment techniques. A variety of teaching strategies are discussed. Prerequisite: Admission to Teacher Education Program. (Prerequisite to Secondary Student Teaching)

ED 352 Teaching 9-12 Social Studies
This course provides students with an understanding of how the cognitive and affective dimensions of social studies are combined with learning theory and practice for effective teaching at the secondary level. The professional role of the social studies teacher in and out of the classroom is addressed. Prerequisite: admission to Teacher Education Program. (Prerequisite to Secondary Student Teaching)

ED 353 Teaching 9-12 Science
This course emphasizes instructional methods specific to the teaching of science in secondary schools. Topics covered include goals and objectives, individualized instruction, lesson planning, inquiry, lab use and safety, evaluation and testing, science and societal issues, field trips and fieldwork, science fairs, computers and professional organizations. Prerequisite: admission to Teacher Education Program. (Prerequisite to Secondary Student Teaching)

ED 355 Teaching of 9-12 Communication Arts / Literature
This course provides students with an understanding of basic theory and practice in teaching literature, speech, communication, and composition in grades 9-12. It includes instruction in unit planning and implementation, the use of media resources, testing and evaluation, individualizing instruction, and curriculum evaluation and planning. It also introduces some study of the history of and present trends in the teaching of language and communication. Prerequisite: admission to Teacher Education Program. (Prerequisite to Secondary Student Teaching)

ED 356 Teaching Elementary Science / Environmental Education
In a laboratory setting, students actively explore science concepts and skills. They become familiar with materials and methodology especially well suited to the teaching of elementary school science and assessment of the associated learning, as well as recognize the central role of science in the development of enthusiastic learning and innovative, integrative and critical thought. (Prerequisite: admission to Teacher Education Program) Enrollment is concurrent with ED 371 Teaching Practicum.

ED 357 Teaching Elementary Social Studies
This course reviews the content, methods, materials and research related to the teaching of elementary social studies (K-6th Grade). Attention is given to the content of the social studies curriculum and its basis within the social sciences, global education, experiential learning, concept development, inquiry methods, moral development, assessment, Minnesota standards, and critical thinking. (Prerequisite: admission to Teacher Education Program) Enrollment is concurrent with ED 371 Teaching Practicum.

ED 360 Content and Methods for K-6 Mathematics
This course provides opportunity for students to learn and apply the content, conceptual framework, and theories of teaching and learning of the elementary school mathematics curriculum. (Prerequisite: Admission to Teacher Education program.)

ED 363 ECE Practicum

ED 371 Teaching Practicum
This course provides an early field experience for students prior to student teaching. Students are assigned to work with a cooperating teacher at a grade level appropriate to their license. The course is taken concurrently with methods courses to relate theory to practice. Students are usually placed in diverse, urban classrooms. (Prerequisite: admission to Teacher Education Program)

ED 372 General Education Practicum for Special Educators

ED 375 Teaching Practicum: Kindergarten Endorsement Methods Field Experience
This course provides a field experience for students taking the Kindergarten Endorsement Methods course. Students are assigned to work with a cooperating teacher at the Kindergarten level and often in diverse, urban classrooms. The course is typically taken upon completion of Kindergarten Endorsement Methods to relate theory to practice. This course will be effective until June 30, 2012.

ED 380 Education of Exceptional Children
This course is designed to explore the various areas of exceptionality among children of school age. Awareness of the scope and nature of the exceptionality, essential educational procedures and available rehabilitative and legal resources will be studied. The course will include a series of pre-practicum experiences documenting a variety of grade levels. SPED 580: Graduate students will be required to complete additional reading and research to prepare a class presentation.

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ED 382 Teaching Students with Linguistic Differences and Difficulties
This course builds on ED 342 Teaching Literacy. In this course students will learn how to facilitate the development of the reading skills in two languages and the transferance of the skill developed in one language to a second one. Particular attention will be paid to the specific problems of non-native English speakers learning to read English. SPED 582 Graduate students will be required to complete additional reading and research.

ED 385 Foundations of Education
This course introduces students to the philosophical, historical, sociological and legal foundations upon which current educational theory and practice is constructed. Students will demonstrate a clear understanding of: the role of schools as organizations within the larger community, including the historic figures and events that contributed to these understandings; the legal rights and responsibilities of students, teachers and schools within the society; importance of ethics and collaboration as part of educational practice; the diversity of philosophical approach to learning and instruction; and the variety of student needs that schools must address in public and Lutheran schools in the United States. (Prerequisite: upper level standing)

ED 386 Principles of Bilingual Education
This course provides a basic understanding of the history and development of the bilingual education in the United States. Students will learn about the different bilingual education program models and their implications for implementation.

ED 389 ESOL Methods: Teaching English to Speakers of Other Languages
In this course students will become more aware of the nature of language, particularly of English and of how language is acquired/taught. The focus will be on the components of language teaching, as well as methodology and evaluation. Specific goals include students increasing their awareness of the grammar of English and learning to use reference grammars to answer questions; students understanding different approaches and methods to language teaching and incorporating them into a syllabus and/or lesson plans; students learning current basic theories of how language is acquired; students selecting and using materials and ready to teach language; and, students assessing English language proficiency and evaluating language performance.

ED 390 S.E.A.T. Seminar
This course provides opportunities for the student in the S.E.A.T. program to explore different topics of interest to educators. It is designed to help participants to move from the roles of para-educator to professional teacher.

ED 418 Adult Education and Development
An overview of adult learning theory and development, psychological perspectives of the adult learner, educational implications of the adult system, teaching strategies and program development will be explored. Appropriate roles of leaders in adult education and methods used with adults are analyzed. A planning process for creating, developing, implementing and evaluating adult education programs is utilized. Application is made to adult education in various settings. The service-learning component of this course leads to direct involvement with adults in a variety of diverse learning settings. (Prerequisite: upper level standing)

ED 439 The Inclusive Classroom
Prospective educators are introduced to legislation and practices related to the inclusion of students with unique learning needs into regular classrooms. Topics include the classroom teacher's role in assessing, developing, and implementing unique learning experiences and managing group and individual behaviors. A 15-hour field experience that satisfies a portion of the university's human relations requirement is included. (Prerequisite: upper level standing)

ED 446 Teaching Elementary Music
This course presents the principles, objectives and materials of music education in the elementary schools espoused by the leading pedagogical methods. (Prerequisites: minimal competency in music as demonstrated by test, successful completion of Class Piano and/or MUS 101, admission to Teacher Education Program.) Enrollment is concurrent with ED 371 Teaching Practicum.

ED 447 Teaching Elementary Art
This course seeks to develop in the prospective elementary school teacher the fundamental understandings, attitudes and skills needed for the effective teaching of art in the elementary school. (Prerequisites: ART 101 Approaching Art and admission to Teacher Education Program.) Enrollment is concurrent with ED 371 Teaching Practicum.

ED 448 Teaching Methods for Elementary/Middle School Movement Education
This course provides students with the basic principles of effective instruction in movement education at the Elementary/Middle School level (K-8). The course addresses curriculum content, philosophy development, objective writing and annual/unit/daily lesson planning teaching skills, methods, class organization, progression of skill, and evaluation as it relates to creating an effective physical education program that promotes lifelong physical activity. Instructional subjects will include locomotor/non-locomotor skills, manipulatives, elementary games, fitness activities, and some sport skill development. (Prerequisite: admission to Teacher Education Program.) Prerequisite to student teaching. (Not required if student completes KHS 330)

ED 454 Teaching the Faith
Theories of spiritual growth and development of children and adolescents, organization and distinctive characteristics of various religion curricula, theories and methods of effective teaching of the faith and materials for instruction at both elementary and secondary levels are studied. Classroom management and discipline from the Lutheran perspective is also considered. (Prerequisite: ED 336, upper level standing.)

ED 464 Student Teaching Parent & Family Education and Capstone Seminar
Student teaching provides direct teaching experiences for students to develop the understanding, attitudes and skills necessary for facilitating
Student teaching provides direct teaching experience for students to develop the understanding, skills, and dispositions necessary for implementing developmentally appropriate practices in classrooms for young children. Typically, students are assigned to work with two cooperating teachers in two different classrooms for one full semester. Seminars are held on campus and a capstone portfolio is required. (Birth-Grade 3 Practicum.)

This course provides opportunities to develop an understanding of the content of middle school mathematics programs and formulate a teaching methodology for the meaningful learning of mathematics by middle school students. Students will be challenged to reflect on their personal views of mathematics, on how middle school children learn mathematics and on classroom environments that help middle school children understand mathematics. Teaching from a problem-solving perspective and making communication, reasoning and connections the primary foci of mathematics learning will be central to the course. (Prerequisite: admission to Teacher Education Program.)

Teaching Middle Level Social Studies is a methods class that provides the student with the social studies curriculum, and specific methods required to teach in the middle school. The knowledge, skills, and values that provide curriculum content will be identified as well as a variety of approaches and issues for instruction. The student will be able to develop a social studies framework reflecting current thought and provide leadership in the school setting for social studies instruction. This course will provide the middle grade teacher with the concepts needed to make appropriate instructional decisions. (Prerequisite: admission to Teacher Education Program.)

This course will help the prospective teacher understand and apply current theories of communication arts instruction with its focus on practical strategies and skills essential to the teaching of reading, writing, speaking, listening, media literacy, and literature at the middle school level. (Prerequisite: admission to Teacher Education Program.)

This course is designed to provide teaching methods to use at the middle school level. (Prerequisite: admission to Teacher Education Program.)

This course is an examination of the social /emotional needs of learners in contemporary classrooms and research-based practices for meeting those needs. It also provides teachers of students with emotionally/behaviorally disorders an understanding of and practice with positive interventions for the general education classroom. The historical, theoretical, and educational perspectives concerning children and youth who manifest learning disabilities will be considered utilizing diagnostic and remediation of weaknesses in basic content areas. Special emphasis will be placed on teaching cognitive instructional strategies.

This course is designed to help student develop the necessary skills to manage a program designed to meet the educational needs of learners in contemporary classrooms and research-based practices for meeting those needs. Emphasis will be placed on referral procedures, collaboration skills, instructional planning, effective teaching strategies and adaptive materials. This experience provides teacher education students with an opportunity to gain specialized field experience in special education. SPED 583: Graduate students will be required to do an action research project and to prepare a written report suitable for publication.

This course prepares the student to undertake testing of students who do not have English as a first language. The course will deal with both the project and to prepare a written report suitable for publication. (Prerequisite to Student Teaching.)

This course will help the prospective teacher understand and apply current theories of communication arts instruction with its focus on practical strategies and skills essential to the teaching of reading, writing, speaking, listening, media literacy, and literature at the middle school level. (Prerequisite: admission to Teacher Education Program.)

The range of standardized and informal assessment options will be studied. Techniques will include the administration of procedures including analyzing data and making instructional and placement decisions. Communication of results to students, parents, caregivers and other professionals; impact on career skills affecting employability; and ethical issues will be discussed. (Prerequisite to Student Teaching.)

This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning.

A study of historical and contemporary issues in education. Students explore the social and academic goals of education, the current conditions of the nation’s educational system, the teaching profession and the future of American education.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ED 507</td>
<td>Diversity in Education</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of the issues and approaches to educating a culturally and linguistically diverse population and those with learning difficulties.</td>
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<tr>
<td>ED 508</td>
<td>Legal and Ethical Issues in Education</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of legal issues, professional ethics, and moral philosophy with applications to the field of education.</td>
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<tr>
<td>ED 509</td>
<td>Issues in Differentiated and Gifted Education</td>
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<td>This course is a study of the impact of educational research on the development and the improvement of educational practices in relation to differentiated instruction with emphasis on gifted education. The course continues the process of developing the individual capstone project.</td>
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<td>ED 510</td>
<td>Seminar C</td>
<td>3</td>
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<td>This course assists students in synthesizing previous coursework leading to greater self-reflection and assessment of learning. In addition, the student will present and discuss the final MA Capstone eFolio.</td>
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<tr>
<td>ED 515</td>
<td>Family Systems for Educators</td>
<td>3</td>
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<td></td>
<td>A study of diversity in family systems to include a survey of current developments in the study of the family and the analysis of changes in American society and their influence on family life.</td>
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<td>ED 521</td>
<td>Educational Research and Applications</td>
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<td>Mastering the systematic and rigorous process of posing a focused question, developing a hypothesis, testing the hypothesis, collecting and analyzing relevant data and drawing conclusions.</td>
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<tr>
<td>ED 530</td>
<td>Human Diversity &amp; Relations</td>
<td>2</td>
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<tr>
<td>ED 532</td>
<td>Collaboration in Inclusive Settings</td>
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<td>A study of applied best practices for implementing and sustaining collaborative teaching in inclusive settings.</td>
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<tr>
<td>ED 534</td>
<td>Teaching Students with Mental Health Needs</td>
<td>3</td>
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<td></td>
<td>A study of classroom strategies, state and district initiatives and support resources that help children and youth with mental health needs learn successfully in the inclusive classroom setting.</td>
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<tr>
<td>ED 536</td>
<td>Teaching Students with Linguistic Differences and Difficulties</td>
<td>3</td>
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<td></td>
<td>A study of the issues and approaches to educating a culturally and linguistically diverse population.</td>
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<tr>
<td>ED 538</td>
<td>Teaching Students with Math and Literacy Difficulties</td>
<td>3</td>
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<td></td>
<td>Awareness and examination of the scope and sequence of math and literacy skills students need to be successful in the inclusive classroom in the academic areas of reading, writing, and speaking.</td>
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<tr>
<td>ED 539</td>
<td>Legal and Legislative Issues</td>
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<td>This course will deal with law and legislation that affects early childhood education. Children and childcare are presented as issues of public policy. The skills and strategies of child advocacy are discussed and students are challenged to become active in public advocacy for children.</td>
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<tr>
<td>ED 540</td>
<td>Legal and Legislative Issues</td>
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<td>Those in leadership positions find themselves with a greater duty to recognize and respond to legal issues. This course examines how law defines policy in areas impacting the business of criminal justice, including due process, civil rights, equal protection, employment law, civil liability, and criminal procedure. In addition to identifying emerging law, this class addresses the political science of public policy at jurisdictional levels, including the United States Supreme Court.</td>
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<tr>
<td>ED 582</td>
<td>Ethics for Educators</td>
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<td>This course is a study of ethics and moral philosophy with applications to making decisions regarding current social and personal problems.</td>
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<tr>
<td>ED 586</td>
<td>Synthesizing Seminar II</td>
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<td></td>
<td>This course continues the process of selecting and implementing the capstone project. Issues of epistemology and social change are discussed and explored.</td>
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<tr>
<td>ED 590</td>
<td>Conducting Research and Completing the Capstone</td>
<td>3</td>
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<td></td>
<td>A review and critical analysis of current educational research focused on a specific question. Students complete the capstone project.</td>
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<tr>
<td>ED 594</td>
<td>Effective Practices in Differentiated Learning</td>
<td>3</td>
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<td></td>
<td>An examination of brain-based learning practices for differentiating instruction for all learners.</td>
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<tr>
<td>ED 595</td>
<td>Capstone</td>
<td>1</td>
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<td>As the final work submitted by a graduate student, and in respect to the guidelines for research base, analysis and synthesis, the students have three options in which they may design their closing assignment. Students may choose from a thesis, portfolio, or project style to complete their graduate experience.</td>
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<tr>
<td>ED 596</td>
<td>Lifelong Learning</td>
<td>3</td>
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</table>
|             | While this course is the culminating event in the educational experience, it also sets the stage for new beginnings. The focus is on a combined reflection and synthesis on knowledge learned throughout the program. In seminar fashion, students will discuss with each other the significant
issues they have studied, and ways they will continue to learn in the future.

ED 598 Directed Studies in Education
Key educational topics will be explored and students will make connections between those topics and other program requirements.

EDC 203 Learning and Leading through Understanding the Brain
The application of brain research to teaching and learning has positive effects for all learners. Additionally, this research has powerful implications when working with children and adults who may not be performing to their potential. Students will investigate brain structure and processing modes. Using a solid foundation of how the brain functions, participants will discuss brain-compatible teaching/learning strategies and effective classroom/workplace applications.

EDC 381 Leadership Training Workshop
Overindulgence is a common family occurrence. In this course, students will explore who overindulges, the painful outcomes, why it is a secret, and how to talk about it. The course includes hands-on strategies about teaching families what to do instead of overindulging. It also includes ways to teach about delayed gratification and what is enough. A broad base of facilitation theories and skills that can be used in any adult education setting will be covered.

EDL 550 Leadership in Education
An examination of classical and contemporary theories and styles of leadership and their application to educational settings.

EDL 552 Management of Human and Financial Resources
A focus on educational leadership theory and practice related to the management of human and financial resources.

EDL 553 Educational Policy and Administration
An examination of legislative issues, policy implications, and the administration of these issues and implications including analysis from multiple perspectives.

EDT 210 Understanding the Adult Learner
This course introduces the unique perspectives of the adult learner. Participants will gain knowledge in self-directedness, learning styles, learner’s motivations, and how new learning can trigger transformational experiences. Participants will also explore adult development as it relates to learning.

EDT 220 Design and Facilitate Online Learning
Explore the dynamic environment of online learning. Discuss a range of relevant educational topics that instructors must know in order to Design and deliver effective student centered online learning.

EDT 230 Creating Virtual Educational Materials
This course is designed to facilitate skills in creating supplemental materials for use in the online environment. Participants apply adult learning theory to the development of selected media tools.

EDT 240 Creating Online Curriculum
New instructors and trainers who wish to develop courses for academic credit will find different requirements and demands for each accrediting institution. This course offers information on effective syllabus development, student assessment, academic rigor, creating appropriate assignments and assessing quality.

EDT 270 Teaching a Child with Disabilities
This course is a brief overview of special considerations that may impact the learning of a child with a physical and/or cognitive disability. Methods to facilitate learning will be addressed including classroom modifications, parent communication, and possible remediation strategies.

EDT 310 Assessing Quality for Child Care Accreditation
Participants will learn the basic principles of assessing an early childhood and school age care program using materials from national accreditation organizations. Students will complete program observations and improvement action plans based on observations, assessments and surveys.

EDT 320 Action for Quality Child Care
Participants will explore basic systems thinking in relationship to daily child care program operations. They will develop daily checklists, staff training, and systems for establishing and maintaining quality child care in line with annual inspections. The class will concentrate on best practice policies and maintaining quality child care.

EDT 330 The Business of Child Care
Students will develop an annual operating budget. In the budget process the class will explore staffing to meet ratios, reading and understanding income statements and variance reports. Students will create a marketing plan to attract new families and establish quality customer service to keep customers. Textbook: The Business of Child Care, Management and Financial Strategies. Handouts will be provided on military financial reports.

EDT 340 Establishing a Staff mentoring Program
Participants will explore establishing a mentoring program within military child care and youth programs. Coaching, record keeping systems, mentoring that does not create more labor costs, and getting staff to buy into a mentoring program are concepts that will be covered.
ENG 100 Introduction to College Writing
This course is designed for students who need writing instruction and practice before enrolling in ENG 100. It focuses on correct writing mechanics, grammar and other sentence-level or paragraph-level aspects of writing. Students may be required to take ENG 100 based on their English ACT or their verbal SAT scores. Students who wish to review writing basics may elect, at any point in their college careers, to enroll in ENG 100.

ENG 105 Developing Writing Skills
This course is designed to help students develop confidence and enhance writing skills through examining the learner’s writing journey, while addressing common writing problems such as word choice, sentence structure, and paragraphing. Learners will understand the course material through readings, exercises, and proofread their own work.

ENG 112 Fundamentals of Writing, ESOL
This course, an English for Speakers of Other Languages course, is designed for students whose writing indicates a need to study writing mechanics, grammar and other sentence-level or paragraph-level aspects of writing. This may be an elective but it is required for students whose high school grades, test scores and/or writing sample indicate a need for such study.

ENG 120 College Writing
The content of a writing course is writing. For students to become proficient writers in all disciplines, they need to learn how to read and analyze a variety of texts and then practice reading and analyzing texts from various disciplines. Through research and writing, students learn what others are saying and how to integrate those ideas into their own writing. Constant practice will guide students into developing their own voice and style. They will make conscious choices related to audience and academic conventions.

ENG 122 Professional Writing
This course provides students the opportunity to focus on the elements of strong writing with an emphasis on writing within the professional setting. Students will study the writing process, the role of audience, and the importance of considering context when approaching writing tasks. Students will also review the basics of correct grammar and usage and apply guidelines for composing clear, concise, effective prose to several types of professional documents.

ENG 123 Writing for the Workplace
This course provides students the opportunity to focus on the elements of strong writing with an emphasis on writing within the professional setting. Students will study the writing process, the role of audience, and the importance of considering context when approaching writing tasks. Students will also review the basics of correct grammar and usage and apply guidelines for composing clear, concise, effective prose to several types of professional documents.

ENG 130 Structure of English Words
Jane Austen, an English writer who lived from 1775 to 1817, is enjoying renewed popularity in the late 20th-early 21st century. Within the last decade or so, Jane Austen’s 18th century novels have inspired a flurry of attention in popular culture, including star-studded film versions of Pride and Prejudice, Emma, and Sense and Sensibility, we will also look at movies and books which reinterpret her texts from a contemporary perspective. This two-credit course will focus on Austen’s most popular novel, Pride and Prejudice, the story of five unmarried sisters looking for love and marriage. We will then explore Helen Fielding’s 1997 novel Bridget Jones Diary, a modern re-writing of Pride and Prejudice, as well as the movie versions of both novels.

ENG 155 Introduction to Literature
Introduction to Literature seeks to excite students about literature, to feed students passion about literature and to enhance their pleasure from literature. Through a variety of texts, students will encounter other members of the human community and, while in their company, learn about themselves. The course will introduce basic literary terminology.

ENG 202 Fundamentals of College Writing
Basic writing skills form the foundation of a successful college experience and/or professional career. This course distills the practical skills and knowledge you need to support you in your studies at Concordia, as well as enhance your communication at work and at home. You will learn to organize your thoughts, write clearly, avoid common grammatical errors, cite sources, and adhere to APA style. Come prepared to write about topics that engage and interest you--as this always leads to the most dynamic prose—and complete this one-month course having mastered a higher level of written communication and a more commanding presence on the page.

ENG 220 Applied Grammar
To communicate clearly, students must correctly apply the rules that govern the English language. Through reading, discussion, and constant practice, students in this course will examine and use these rules to further develop their writing skills.

ENG 221 Journalism
This course is an introduction to periodical journalism. It focuses on the contemporary practices, issues, and ethics of the profession. Students will practice extensive in-the-field reporting and journalistic writing.

ENG 222 Journalism Practicum
Journalism II provides an opportunity for "hands-on" experience in all aspects of producing a newspaper: writing, editing, layout, photography, business management, etc. This course is strongly suggested for those who wish to contribute to The Sword (the Concordia student newspaper) on a regular basis. It is required for the Editor-in-Chief, Technical Editor(s), and Page Editors. Beginning writers and photographers are encouraged to sign up. This workshop style class meets one hour a week, usually in the evenings.
The focus of this class is Chinua Achebe, a Nigerian writer, known as the father of modern African literature and his 1958 novel Things Fall Apart, which depicts the dramatic clash of cultures that occurred when the European colonialists and missionaries came to civilize the Igbo people in the late 19th century. In particular, the novel focuses on the rise and tragic downfall of its male hero Okwonko. This will be compared to the contemporary female Nigerian writer Chimamanda Ngozi Adichie.

This course will introduce students to the role of columns as vehicles that affect both public opinion and the identities of periodicals. Study of a range of contemporary artifacts will provide a basis for understanding the balance of opinion and reporting in column writing. Students will both analyze and write columns.

This course will introduce students to the various roles of the review in our culture. Study of contemporary artifacts will provide a basis for understanding the balance of presentation, critique, and edification in reviewing. Students will both analyze and write reviews.

Students will study the humorous essay by reading and listening to contemporary essays primarily by David Sedaris. They will learn how to discern and apply conventions and techniques in a workshop setting. Students will attend a performance by David Sedaris at the Orpheum Theater in Minneapolis.

This course examines the diverse nature of human language and the social factors that influence it such as culture, age, gender, social class, setting, topic, and identity. In its study of languages, dialects, codes, and society, ENG290 attempts to foster multicultural understanding and to diminish American ethnocentrism.

Students in this course will examine the conventions of writing in the workplace. The particular topics of the course will vary depending on the semester. Some of the topics covered might include grant writing, copyrighting, writing for the web, public relations writing, or technical writing.

Often, the best way to learn something is to teach it to someone else. Students in this course will do just that: improve their own writing, editing, and tutoring skills while helping others express their ideas in writing, develop their own writing voice, and edit their own work. Students will apply what they learn from readings, discussions, and writing assignments by tutoring in the Writing Center each week. (Prerequisite: ENG 120)

This course will examine the basic elements of short fiction and poetry and will require students to experiment with both genres. The class is run as a workshop: the main focus will be on the discussion of each other’s work. It is also, to a certain extent, a literature course, since what one reads strongly influences what one writes. Assigned readings are intended to give students a fuller understanding of technique as well as a range of artistic possibilities. (Prerequisites: ENG 120, ENG 155)

This course, the topic of which may vary from year to year, is designed to provide intermediate writers with the opportunity to experiment with different styles and genres.

With regular interactive group activities, students will enhance their Hmong through a series of reading and writing Hmong short stories, poems, proverbs as well as key activities surrounding family and social events.

By introducing the student to a wide variety of both traditional and recent literature for young adults, this course helps the student become aware of quality adolescent literature. It includes instruction in oral interpretation of the literature, methods of presenting it in the classroom and planning individualized reading programs for young people of high school age. (Prerequisites: ENG 120, ENG 155)

Jane Austen, an English writer who lived from 1775 to 1817, is enjoying renewed popularity in the late 20th-early 21st century. Within the last decade or so, Jane Austen’s 18th century novels have inspired a flurry of attention in popular culture, including star-studded film versions of Pride and Prejudice, Emma, and Sense and Sensibility, we will also look at movies and books which reinterpret her texts from a contemporary perspective. This two-credit course will focus on Austen’s most popular novel, Pride and Prejudice, the story of five unmarried sisters looking for love and marriage. We will then explore Helen Fielding’s 1997 novel Bridget Jones’s Diary, a modern re-writing of Pride and Prejudice, as well as the movie versions of both novels. In addition to reading the two novels and viewing the two films, you will be expected to write two papers for this course.

This course provides an introduction to the linguistic study of the English language, focusing in particular on English phonology, morphology and syntax. Also covered in the course will be the development of the English language over time and the relationship between language and society, including literature, dialects and registers of various English speakers and writers.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>ENG 365</td>
<td>British Literature I: Anglo-Saxon, Medieval, Renaissance, Restoration, Enlightenment</td>
<td>The beginning course in the survey of British literature covers the Anglo-Saxon period through the middle of the eighteenth century. Selected readings lead to discussions about the growth of nationalism and its reflection in literary pride and canon formation. (Prerequisites: ENG 120, ENG 155)</td>
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<tr>
<td>ENG 366</td>
<td>British Literature II: Romantics, Victorians, Moderns, Post-Moderns</td>
<td>The survey of British literature continues with selected writings from the Romantic period through to the present day. Readings cover the rise of the novel, the fight for women’s rights and the decline of colonialism. (Prerequisites: ENG 120, ENG 155)</td>
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<tr>
<td>ENG 369</td>
<td>Shakespeare</td>
<td>This course offers a study of Shakespeare’s work and its relationship to Elizabethan concepts of poetry and rhetoric as well as to gender and imperialism and government. It explores the rich terrain of Shakespeare imaginative world. (Prerequisites: ENG 120, ENG 155)</td>
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<tr>
<td>ENG 375</td>
<td>World Literature I: Western Classical Literature</td>
<td>This course examines major authors in the Western literary tradition from the ancient Greeks and Romans through the Middle Ages. Authors include Homer, Aeschylus, Sophocles, Euripides, Virgil and Dante. This course may offer additional material from other early cultures.</td>
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<tr>
<td>ENG 376</td>
<td>World Literature II: Geographic or Thematic</td>
<td>Using examples of literature in translation from Asia, South America, Africa, the Caribbean, and Europe, the course will explore themes common around the world in forms distinctive to diverse cultures. (Prerequisites: ENG 120, ENG 155)</td>
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<tr>
<td>ENG 385</td>
<td>American Literature I: Beginnings to 1860</td>
<td>Students examine selected works of early American writers with emphasis on Puritanism, literary nationalism, and the period known as the American Renaissance. Along with examining the literature for aesthetic technique, students discuss significant themes and the literary canon as it relates to minority and women writers. (Prerequisites: ENG 120, ENG 155)</td>
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<tr>
<td>ENG 386</td>
<td>American Literature II: 1860-Present</td>
<td>Students explore the emergence of local color, realism and naturalism and the fragmentation of modern and post-modern literature between the Civil War and the present. Women and minority writers are important foci. (Prerequisites: ENG 120, ENG 155)</td>
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<tr>
<td>ENG 420</td>
<td>Persuasive Writing on Contemporary Issues</td>
<td>Students in this course analyze essays by established writers of expository prose, read articles in current magazines and journals and meet with local writers invited into the classroom. Students also write their own creative non-fiction and keep journals. Both in workshops and in individual conferences, the course asks students to consider their own writing as a process that requires their attention to revising and editing. (Prerequisites: ENG 120, ENG 155)</td>
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<tr>
<td>ENG 440</td>
<td>Literary Theory</td>
<td>In this course students become familiar with various critical theories about literature including structuralism, deconstruction, cultural criticism (especially as related to third world literature), feminist theory and psychoanalytical theory. It prepares them to read critically and helps them to develop their own critical stances. (Prerequisites: ENG120, ENG155 and an upper level English course)</td>
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<tr>
<td>ENG 487</td>
<td>Topics in Literature</td>
<td>Topics in Literature offers students an opportunity to study in-depth a literary genre, theme, or movement. Topics will vary from offering to offering. (Prerequisite: ENGI55 or permission of the instructor)</td>
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<tr>
<td>ENG 490</td>
<td>Seminar in Literature</td>
<td>Seminars in literature cover varying topics in greater depth than is possible in a survey class. Recent seminar topics include Virginia Woolf: Her Art and Her Influence; Emily Dickinson: Her Circle and Her Influence; Seminar in the African-American Literary Tradition; and Victorian Secrets. (Prerequisites: ENG 120, ENG 155)</td>
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<tr>
<td>ENG 498</td>
<td>Internship</td>
<td>Students participate in a variety of internship programs in editing, publishing, broadcasting, television and public information under the supervision of the faculty and the director of internships for the company or organization granting the internship. (Prerequisites: ENG 120, ENG 155)</td>
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<tr>
<td>ENG 499</td>
<td>Framing the Literary Tradition</td>
<td>This course, taught by all full-time English faculty, for English majors and teacher candidates in language arts, is designed to help the major see patterns in course work. Through review, reading and discussion students will re-examine and synthesize texts and ideas. The English Capstone exam is both written and oral. (Prerequisite: senior year status)</td>
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<tr>
<td>ENV 120</td>
<td>Introduction to Environmental Science</td>
<td>This course is designed to introduce students to environmental science. Course topics will include factors influencing the quality of the environment, ecological principles and relationships, and their relationship to population growth, pollution, resource allocation and depletion, conservation, and technology. The course will make use of the Concordia University Natural Science Research Station as an outdoor laboratory.</td>
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### Courses

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<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENV</td>
<td>Environmental Issues and Ethics</td>
<td>4</td>
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<td>Students review the dynamic and interrelated properties and processes of the earth’s physical and biological environment across a full range of scale from local to global. Known and potential effects on the earth’s environment and natural systems resulting from human activity are discussed. From an ethical framework, students critically analyze and assess the impact their own lifestyle and consumer choices may have on the health and integrity of the earth’s environment. (Prerequisite: BIO130)</td>
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<tr>
<td>ENV</td>
<td>Environmental Sci. Internship</td>
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<td>This internship is designed to provide students with a work/educational experience which will help them determine their future educational and occupational goals.</td>
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<tr>
<td>ESC</td>
<td>Observational Geology</td>
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<td>This course emphasizes the observational nature of geology. Observations are made of sites near campus and sites more distant from campus. Observations are made of Minnesota’s rocks and minerals and evidence of water, glacial, volcanic and earthquake activity in Minnesota’s history. The course considers terms and concepts of geology, with special emphasis on use of the Internet and current geology literature. Observations result in being able to discover the history of each Minnesota site.</td>
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<tr>
<td>ESC</td>
<td>Observational Astronomy</td>
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<td>The course emphasizes the observational nature of astronomy. Observations are made of the moon, sun, stars and planets. Observations are made using star charts, computer programs, telescopes, 35 mm cameras and digital cameras. The course considers historical and modern astronomy, with special emphasis on the use of the Internet and current astronomy literature. Observations result in information on the location, motion and features of each of these objects.</td>
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<tr>
<td>ESC</td>
<td>Earth Science</td>
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<td>This introductory course covers the areas of geology, meteorology and astronomy. Knowledge is gained from the text, supplementary sources, class sessions, field work and by use of geology, meteorology and astronomy equipment. A great variety of supplementary aids, including the use of web sites, enhance the course. Three lectures and one two hour laboratory per week.</td>
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<tr>
<td>ESC</td>
<td>Physical Geology</td>
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<td>This course considers the topics of physical geology. The topics include minerals, rocks, volcanoes, weathering, groundwater, glaciers, mountains and fossils. The techniques of data procurement, processing and analysis are considered and applied to the geology of Minnesota. A number of studies will be conducted at various Minnesota sites. Previous studies, current geology literature, use of the Internet and presentations by various experts of Minnesota geology will highlight the course. Short weekday field trips and extended weekend field trips will be part of the course. The course is applicable to anyone majoring in environmental science, education at all levels (especially outdoor education and science education), religion, science or having a general interest in travel, government, business or geology sites. Previous studies, current geology literature, use of the Internet and presentations by various experts of Minnesota geology will highlight the course. (Prerequisite: ESC-120)</td>
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<tr>
<td>ET</td>
<td>Foundations and Trends in Educational Technology</td>
<td>3</td>
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<td></td>
<td>A survey of the historical and theoretical development of educational technology and an examination of future trends in K-12 education.</td>
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<td>ET</td>
<td>Exploring Classroom Technology Tools</td>
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<td>An examination of how to best enhance student achievement through effective incorporation of various software and hardware.</td>
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<td>ET</td>
<td>Utilizing Social Media in the Classroom</td>
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<td>The study of various social media modes to engage the learner and enhance instruction.</td>
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<tr>
<td>ET</td>
<td>Professional Development and Leadership in Educational Technology</td>
<td>3</td>
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<td></td>
<td>A focus on leadership and professional development in planning and integrating educational technology.</td>
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<tr>
<td>FAS</td>
<td>Introduction to Family Life Education</td>
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<td>This course is an introduction to the field of family life education. Students will explore primary theoretical principles using the Life Span Family Life Education framework and professional issues influencing the practice of family life education. Emphasizing key content areas, the students will be introduced to: content area definitions and objectives; examples highlighting the integration of theory and practice in family life education; key resources; and future issues and challenges for family life educators.</td>
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<td>FAS</td>
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<tr>
<td>FAS</td>
<td>Adolescent Development</td>
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<td>This course examines developmental characteristics of adolescence from a family systems perspective; covering physiological, emotional, cognitive, parent-child, social, vocational and religious dimensions with application to family life education and ministry.</td>
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<tr>
<td>FAS</td>
<td>Parenting Across Cultures</td>
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<td>This course is designed to explore different ways of parenting across cultures with a focus on infants and very young children. We will examine feeding, sleeping and basic parenting practices and will view parenting through a sociocultural lens.</td>
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This course provides students with the knowledge, skills and attitudes needed for effective teaching of family life/parent education curriculum in a variety of family/parent education settings. Students will analyze educational materials for parent education, will observe/analyze a parent educator in the field and co-facilitate a parenting session in class. These analyses will be based on adult education principles.

This course is an analysis of the family. It investigates the family as a system of relationships which interacts across the family life cycle. It includes a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life. Also included is a focus on marriage and family therapy from a systems framework.

This course is an analysis of the family. It investigates the family as a system of relationships which interacts across the family life cycle. It includes a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life. Also included is a focus on marriage and family therapy from a systems framework.

This overview course is intended to provide the student with an understanding of families and their relationships to other institutions and an introduction to the family as a dynamic system. Specific attention will be given to family forms and composition; ethnicity and cultural variations; dating, courtship, and marital choice; gender roles; demographic trends among families; institutional effects on families and vice versa; and family structures and functions.

This course familiarizes the student with the understanding of the decisions individuals make about developing and allocating resources to meet their goals. The focus of the course is on internal dynamics of family decision-making processes and on the goal-directed behaviors of families in improving their quality of life.

This course explores the historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored. Students will understand the legal definition of the family and laws that affect the status of the family. The course will focus on the role of the family life educator as an advocate for the well-being of the family. The formation of social values, respect for the diversity of values, and the social consequences of value choices are discussed within a family life education framework.

This course provides students with the knowledge, skills and attitudes needed for effective teaching of family life/parent education curriculum in a variety of family/parent education settings. Students will analyze educational materials for parent education, will observe/analyze a parent educator in the field and co-facilitate a parenting session in class. These analyses will be based on adult education principles.

This course is an analysis of the family. It investigates the family as a system of relationships which interacts across the family life cycle. It includes a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life. Also included is a focus on marriage and family therapy from a systems framework.

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FAS 504  Systemic Dynamics of Families
This course is designed to provide an understanding of family strengths and weaknesses in light of internal dynamics of the family. Students will explore the family as a system of relationships extending across the family life cycle. The course includes a survey of current developments in the study of family and analysis of changes in American society and their influences on family life. Emphasis is placed on using family systems processes to examine and understand the internal dynamics of the family that lead to effective family life education program planning, implementation, and assessment.

FAS 506  Families in Society
This course familiarizes the student with an understanding of the history, evolution, and demographics of the family. Kinship, family structures, functions, and roles are explored. Particular emphasis will be placed on the family’s relationship to other systems and institutions in society.

FAS 525  Public Policy and Applied Ethics
This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored. Students will understand the legal definition of the family and laws that affect the status of the family. The course will focus on the role of the family life educator as an advocate for the well-being of the family. The formation of social values, respect for the diversity of values, and the social consequences of value choices are discussed within a family life education framework.

FAS 530  Family Communication and Relationships
This course familiarizes the student with an understanding of the psychological, spiritual, and social aspects of developing and maintaining healthy interpersonal relationships. An emphasis will be placed on the physiological, psychological, social, and sexual development of relationships across the life span.

FAS 532  Navigating the Oceans of Data and Information in Family Life Education
The course is designed to introduce the scope and function of information and the research process in family studies. The course will introduce students to types and fundamental concepts and process in the research literature. Problem solving is viewed as one of the primary functions of the research literature information, leading to strategies and action for solutions and change. Students will gain experience developing a framework for consuming the research literature and information in family studies.

FAS 533  Family Studies and Family Life Education
This course familiarizes the student with the study of various family problems, stressors, and changes prevalent in today’s society. Selected family issues are examined in light of the family life educator’s role. Included in the discussion are the current issues affecting the nature of the profession, the family life education professional, various roles of the family life educator, and various theoretical stances that inform the family life educator’s work with family problems and stressors? Students will develop specific sources focused on a specific topic of interest and a critical review paper outlining a current issues impact on the family.

FAS 534  Reflexive Assessment and Evaluation in Family Life Education
This course reviews the connection between research methods and the research question or problem. Students will explore the role of assessment and evaluation in early childhood education. Various forms of assessment will be considered with an emphasis on the recursive nature of assessment. Students will experience the process of establishing strategy for a program in early childhood education.

FAS 540  Family Decision Making
This course familiarizes the student with an understanding of the decisions individuals make about developing and allocating resources to meet their goals. The focus of the course is on internal dynamics of family decision-making processes and on the goal-directed behaviors of families in improving their quality of life. Topics include: decision-making, valuing, planning, communication, and organization skills for resource use.

FAS 551  Seminar in Human Growth
A study of human growth and development throughout the life cycle. Consideration of physical, emotional, cognitive, social, moral, spiritual, and personality development will be included.

FAS 560  Intimate Relationships
The purpose of this course is to familiarize the student with the emotional and psychological aspects of intimate relationships. Topics include: dating and courtship; love and romance; and sexual behavior, values and decision-making. An emphasis will be on sexuality and intimacy in interpersonal relationships across the lifespan.

FAS 570  Parent Education
This course explores how parents teach, guide, and influence their children and adolescents. The course will emphasize parenting as a process, a responsibility, and a role that changes across the life span. Variations in parenting practices will be discussed in the context of building on strengths; empowering parents, and remaining sensitive to individual and community needs.

FAS 576  Methods in Programming
This course provides a pedagogical framework for planning, implementation, and evaluation of programming for parent and family education.
### Parent Coaching 1: From Theory to Practice (FAS 680)
- 3 credits
- Students will study a variety of techniques that are unique in coaching parents. Attention will be directed at developing the student’s ability to evaluate and implement family life education knowledge while understanding the uniqueness of each individual family. It is bringing the student from theory to creating a solid and professional foundation for Parent Coaching.

### Parent Coaching 2: Building Skills, Attitudes, and Competency (FAS 681)
- 3 credits
- Students will broaden their knowledge of the field of parent coaching and sharpen their mindful parenting skills. It includes skills for coaching a variety of parenting challenges, behaviors, problems, concerns, issues, and special needs. Also included is a focus on couple relationships and recognizing spiritual needs.

### Parent Coaching 3: Professional Applications (FAS 682)
- 3 credits
- Students will apply the techniques and skills that they have learned with actual clients. The professors and cohort members will offer ideas and support to better their coaching sessions. The class contains details for your Parenting Consultant Business as well as gaining Parent Coaching skills. As a result of this class, you will feel like a confident Parent Coach.

### Parent Coaching 4: Supervised Field (FAS 683)
- 3 credits
- There is a required Fourth Class in the Parent Coaching certificate which offers supervision from a certified parent coach. This includes new tools, support, new perspectives, problem solving while being sensitive to the new coach’s learning and coaching style. It opens up a new area of confidence for the coach. This class will be available when the student begins their coaching.

### Personal Finance (FIN 211)
- 4 credits
- This course presents an overview of the financial planning process for individuals. The focus is on the decision-making tools and applications of financial planning. Students will build their own financial plan that will guide their financial decisions in the present and in the future.

### Corporate Finance I (FIN 301)
- 4 credits
- This course explores the basics of financial management. Topics include the capital markets, the cash budget, pro forma statements, analysis of financial statements, and the time value of money. Students also complete a research project. (Prerequisites: ACC 202; and MAT 110, MAT 125 or MAT 135)

### Corporate Finance II (FIN 311)
- 4 credits
- This course continues the examination of various corporate finance topics from Corporate Finance I. Special focus is given to long-term financing, including bonds, preferred stock, common stock and the optimal capital structure. Students also explore capital budgeting and the cost of capital and dividend policy. (Prerequisite: FIN 301)

### Investments and Capital Markets (FIN 411)
- 4 credits
- This course explores investment decision-making in a capitalist economy. The operation of securities markets, business cycles and fiscal and monetary policy are analyzed. Various investment methodologies are discussed. International investing, valuation of stocks and bonds and a survey of the various types of investment assets are also included. Students prepare an investment portfolio as their final project. (Prerequisite: FIN 301)

### Internship (FIN 498)
- 0 credits
- This course provides an overview of American musical theater, popularly known as "Broadway," beginning in 1940 through the present. It will be examined with respect to the place of musical theater in American popular culture.

### History of Broadway Musical I: 1720-1940 (FNA 105)
- 2 credits
- This course provides an early overview of American musical theater, popularly known as "Broadway" from its European roots and examines the place of musical theater in American popular culture.

### History of Broadway Musical II (FNA 110)
- 2 credits
- This course provides an overview of American musical theater, popularly known as "Broadway," beginning in 1940 through the present. It will be examined with respect to the place of musical theater in American popular culture.

### Music Appreciation (FNA 120)
- 2 credits
- This course explores the relationship between commonly held experiences and the expressive voice of the creative musical artist and will place music in the social/historical context which shapes the expressive spirit.

### Introduction to Cinema (FNA 200)
- 4 credits
- This course investigates the creative processes embedded in the art of cinema. Emphasis will be on the artistic, entertainment, and business aspects that interact to inform our shared cultural experience. Learners will be challenged to examine and explore film as an art form via simple analysis techniques, readings, and reflections. The focus will be on the creators of moving images as well as the role of the audience in creating meaning.

### Theater in the City (FNA 209)
- 3 credits
- Though a blended delivery of online and in-class course curriculum as well as performance attendance, students will learn about the theater, character and plot development, what the local theater community has to offer, and how all the different offerings fit into the marketplace of the arts. Students will spend one weekend of this course visiting local theatrical performances in the Minneapolis/St. Paul area. Students must be available to attend all organized functions on that weekend.
### FNA 210 Jazz in the City
Through lecture, listening, and discussion, students will learn the history of jazz—an indigenous American art form—and discover the cultural place that this music has had in the past, and today, and its relationship to other popular music.

### FNA 214 Survey of World Music
This course will explore the vast body of music from around the globe. Through lectures, discussions, group work, WEBCT, assigned listening, and live performances, our attention will be focused on how selected regional musical genres and instruments serve to construct and dictate issues such as race identity, gender identity, community, heritage, and other social formations. Considering the United States' position as a dominating cultural force globally, this course will also explore the influence and intersections it has with the music of the non-western world.

### FNA 221 Integrative Concepts Fine Arts
This course of study is designed to examine the arts and to explore how humankind attempts to understand itself and find its place in the universe through the arts.

### FNA 222 Music as Form and Expression
This course explores music as an expression of human experience. Students will identify basic elements of musical composition and will consider the importance of music within community. Students have the option of attending a concert as part of the final assignment.

### FNA 227 Music and Community
Explore music in a new way! Art is a means of communication, and in this course we will examine a wide variety of music in the context of human experience. Topics may include “Music and Love,” “Music and Nature,” “Music and Society,” “Music and Myth,” etc. Musical genres to be considered include examples from Broadway, popular music, and music of western and non-western cultures.

### FNA 228 Arts in the City
Through course curriculum and experience, students will be introduced to the vast body of artistic expression, analyze and discuss the role of culture, in its many forms—as it is constructed and/or represented by the arts. With blended class delivery, students will explore the various genres of artistic expression, recognize commonalities within the fine arts, and integrate personal experiences into one’s understanding of the arts. Students will spend one weekend of this course visiting local art museums and attending musical and theatrical events in the Minneapolis/St Paul area. Students must be available to attend all organized functions on that weekend.

### FNA 250 Mary Cassatt: American Impressionist
This course examines the art and life of Mary Cassatt, often called “America’s greatest female artist.” Living in Paris at the height of the Impressionist movement, she was accepted as the only American within the major circle of the Impressionists and exhibited her work with them on several occasions. Cassatt, living independently abroad when the age called for women to exist absolutely in the private sphere of “Home and Hearth,” placed herself on the margins of culture. Students will be challenged to contemplate the importance of works not only on technical merit, but also within the context of the society and age in which they were created.

### FNA 255 Topics in British Humor
An investigation of British Theatric and Cinematic humor, romping through such models as Absolutely Fabulous, Mr. Bean, Benny Hill, Austen Powers, Fawlty Towers, and, of course, Monty Python. The culminating experience will be attending the live performance of Spamalot.

### FNA 280 Topics in Cinema: Hitchcock
This class is an exploration of selected films by Alfred Hitchcock that illuminates postwar American cinema, the role of the spectator, and the art film criticism. Students discover the importance of Hitchcock’s contribution to cinema through a close reading of specific cinematic texts, and learn how the master of suspense created his trademark style.

### FNA 281 Music in Cinema
The union of music and cinema dates to the beginnings of moving pictures in the 1890s. In this course, students will be introduced to the history and aesthetics of the music-cinema relationship. A prior knowledge of music and/or film history is not required. Students will be taught skills enabling them to listen intelligently and write cogently on music and cinema.

### FNA 290 Topics in Cinema:
(varies by topic. One example: Steven Spielberg) This course is an exploration of selected films by the American filmmaker Steven Spielberg. Through class chats, discussions, and written assignments, learners investigate the aesthetic, cultural, and economic impact of one of the most popular and successful motion-picture directors of the last three decades. In addition, the course examines the style and themes in Spielberg’s films, as well as his influence as a producer and studio executive.

### FPA 112 The Human Odyssey
The Human Odyssey will explore the fine arts by way of themes found in Homer’s Odyssey. Areas explored will include home, journey, identity, hospitality, and the nature of the arts. (Offered odd springs)

### FRM 310 Innovation
This course introduces innovation as an essential for the new rule of business. Students will learn the framework and techniques to systematize innovative allowing them to take advantage of emerging opportunities. They will use the knowledge to understand how innovation affects the way we deploy resources to fulfill customer desires viewing themselves as agents of innovation within organizations. Students will submit papers and presentations to demonstrate the process integration and collaborative nature of innovation as they analyze new trends in the market place.

### FRM 315 Foundations of the Global Food Industry
This course will focus on marketing principles with an analysis of the Food Industry from the farm to the table (supply chain). Key areas of study will be an overview of agricultural economics, food distribution, wholesaling and retailing. Critical areas impacting the industry including behavioral and social trends as well as consolidation trends will be explored. Students will prepare a final project on a current key topic such as
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FRM 320</td>
<td>Food Marketing Communications</td>
<td>3</td>
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<td></td>
<td>This course provides an overview of marketing communication principles applied to the retail Food Industry. Students will learn the strategy and techniques to create an integrated marketing communications plan. Students will submit papers to demonstrate the communication process across diverse food retail venues and the role of marketing to reach the consumer.</td>
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<td>FRM 321</td>
<td>Food Marketing and Merchandising Strategy</td>
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<td></td>
<td>This course explores the foundation of marketing and merchandising in the food industry. The focus will be on consumer demand, segmentation and positioning, integrated marketing communications, branding, and promotional strategies. Students will develop techniques to establish and maintain the correct merchandise assortment for a given trade area, and how to analyze the environmental scan of the industry. Students will create their own marketing plans based on overall value related to usefulness, cost/benefit analysis and social value.</td>
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<tr>
<td>FRM 335</td>
<td>Food Marketing and Merchandising Strategy</td>
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<td>This course builds on previous coursework to analyze consumer demand for food, branding and promotional strategies within retail food formats. Students will develop techniques used to establish and maintain the correct merchandise assortment for a given trade area, how to develop a retail pricing strategy, and how to monitor the effects of a pricing strategy on store profitability. The final project will provide students with an opportunity to synthesize and demonstrate mastery of the key elements introduced during the program to develop FRM MMM store-level support services to drive sales through innovative merchandising and marketing strategies.</td>
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<tr>
<td>FRM 340</td>
<td>Applied Business Ethics</td>
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<td>This course will review and analyze popular models of ethical decision making and relate specific examples to the food retail environment. Readings, case studies, and special presenters will provide opportunities to investigate current ethical issues facing leaders and managers in a retail business and organizational setting. Students will analyze and discuss ethical and social issues important to the Food Industry within a contemporary environment. Literature relative to applied ethics and value-centered leadership will be explored. Student papers and presentations will demonstrate the integration of a personal and vocational ethic.</td>
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<tr>
<td>FRM 341</td>
<td>Understanding Food Consumers</td>
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<td>This course explores the foundation of marketing and merchandising in the food industry. The focus will be on consumer demand, segmentation and positioning, integrated marketing communications, branding, and promotional strategies. Students will develop techniques to establish and maintain the correct merchandise assortment for a given trade area, and how to analyze the environmental scan of the industry. Students will create their own marketing plans based on overall value related to usefulness, cost/benefit analysis and social value.</td>
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<td>FRM 345</td>
<td>Food Supply Chain Management</td>
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<td>This course focuses on effective and efficient supply chain management to move food from the farmland to the consumers table. Basic concepts and practices within the food retail industry specific to material, information, technology and supplier relationships will be explored. Students will analyze revenue generating activities to achieve customer value leading to growth through collaborative partner relationships along the supply chain. Students will prepare a major project that examines product movement along the supply chain.</td>
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<tr>
<td>FRM 350</td>
<td>Leadership/Group Dynamics</td>
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<td>This course introduces leadership in dynamic, changing organizations where customers change, technologies shift, and work processes evolve. Students will examine how leaders develop themselves and others and create alignment as an organization changes to meet future needs. Students will also explore collaborative styles for effective group management and analyze group decision making techniques to gain consensus. Students will focus on analysis of case materials and the strategic practices of students’ organizations within a retail environment.</td>
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<tr>
<td>FRM 351</td>
<td>Retail Food Operations Management</td>
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<td>This course will focus on effective retail operations within the supply chain covering areas such as competition, the consumer, trading areas, merchandising and marketing strategies, and retail branding. The student will analyze opportunities for retail management to drive sales, improve operational results and profitability as well as how to direct change in a consolidating and complex industry. The final project will incorporate the material from retail operations coursework and apply the material to relevant business strategies.</td>
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<td>FRM 360</td>
<td>Applied Food Retail Finance</td>
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<td>This course will examine the framework and systems of current accounting and finance principles specific to the food retail industry including gross profit margins, demand, forecasting, pricing, cost analysis, sourcing and promotional activities. Students will apply these principles, along with ethical responsibility and critical thinking skills, to management practices of business decision making. In the final project the students will evaluate an ethical accounting case study and determine how the issues could have been averted in the analysis.</td>
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<td>FRM 400</td>
<td>Category Management</td>
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<td>This course emphasizes the issues involved in developing and maintaining profitable category management. Areas of concentration include strategy, process, benchmarking, information technology, and building collaborative relationships in the supply chain. Students will apply techniques for managing categories as strategic units producing more profitable business results while focusing on delivering consumer value. The course will also examine new shopper merchandising strategies that are evolving in the retail environment. Students will select a retail banner and create a category management plan for the business as the final project.</td>
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<tr>
<td>FRM 410</td>
<td>Industry Project</td>
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<td>This course will be developed as an independent study with a retail mentor and academic advisor. The student will focus on specific industry issues that are timely and relevant to food retail management (Examples: Food Safety, the Eco-Green Environment, Marketing to the Hispanic Consumers, Strategies for Healthy Food Marketing, and New Retail Technologies). Students will research independently providing periodic updates throughout the first half of the program. This course will culminate with a final paper and presentation on a specific course date.</td>
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Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated in different eras of history. Students learn how Christianity has shaped elements of culture and organizational life, how Biblical principles can shape individuals for strong leadership roles, and how to better understand Christians in the workplace within a Judeo-Christian culture.

This course emphasizes the issues involved in developing and maintaining profitable category management. Areas of concentration include strategy, process, benchmarking, capabilities, information technology, and collaborative relationships with trading partners and suppliers. Students will apply techniques for managing categories as strategic units producing more profitable business results while focusing on delivering customer value. The student will prepare papers and presentations on the coursework that demonstrate category management strategies.

This course focuses on effective and efficient supply chain management to move food from the farmland to the consumer's table. Basic concepts and practices within the food retail industry specific to material, information, technology, pricing and supplier relationships will be explored. Students will analyze revenue generating activities to achieve customer value leading to growth through collaborative partner relationships along the supply chain. In the final project, students will research, analyze and make recommendations to improve the supply chain in their organization.

This course will focus on effective retail operations covering areas such as competition, the consumer, trading areas, merchandising and marketing strategies, and retail branding. The changing retail environment and the global impact of operations will also be covered. The student will demonstrate subject mastery through a retail operations analysis of an area relating to the coursework.

This course looks at human resource management and the skill set necessary for recruitment and retention across generations in a retail food environment. Students will apply communication styles and conflict resolution to meet the challenges of a diverse retail work place from an operating manager's perspective. Emphasis will be placed on the cultural, behavioral, and legal issues faced by companies as they attempt to compete in an expanding economy. The student will demonstrate content knowledge through papers and presentations on related topics as well application of the material to the food retail business through the final project.

This course will further explore the food retail operation and its position within the supply chain. The student will analyze opportunities for retail management to drive sales, improve operational results and profitability as well as how to direct change in a consolidating and complex industry. The final coursework project will incorporate the material from both retail operations coursework and apply material to relevant business strategies within the context of the course material.

This course will explore design areas such as store layout, product assortment, purchasing, and front-end operations that enhance the customer experience. Readings and cases will incorporate an analysis of the emerging trends in store design to improve the consumer experience. Discussions will focus on the way in which business strategy is served by information technology to augment critical thinking skills. Final project outcome will demonstrate relevant business application within the context of course material.

This course looks at human resource management and the skill set necessary for recruiting, retaining, and optimizing human capital in a retail food environment. Students will apply communication styles and conflict resolution to meet the challenges of a diverse retail work place from an operating manager's perspective. Emphasis will be placed on the cultural, behavioral, and legal issues faced by companies as they attempt to compete in an expanding economy. This course introduces leadership in dynamic, changing organizations where customers change, technologies shift, and work processes evolve. In the final project students will complete a strategic human resource strategy plan for a selected firm.

This course will examine the framework and systems of current accounting and finance principles specific to the food retail industry including gross profit margins, demand, forecasting, pricing, cost analysis, sourcing, and promotional activities. Students will apply these principles, along with ethical responsibility and critical thinking skills, to management practices of business decision making. Students will prepare a final project on a relevant business application that demonstrates the principles learned within the readings and cases from this course.

The Business Planning course is a process in which students summarize, synthesize, and demonstrate knowledge, skills, and competencies as organizational managers and leaders. The students will draw on their FRMMM course work, career experiences, and critical thinking activities. This course is presented as an independent study where students create their own business plan for a particular area within FRMMM industry approved by their academic and industry advisor. Outcomes will demonstrate consumer insight, research skills, and experienced-based learning to complete a written plan and presentation.
within the food retail industry approved by their academic and/or industry advisor. Outcomes will demonstrate consumer insight, research skills, and experienced-based learning to complete a written plan and presentation delivered to the cohort on the final night of the program.

**FYS 498** | **FYS Internship**  
---|---  
This internship experience allows for students to build leadership skills, to mentor first-year students, and to foster a relationship with a FYS instructor. The FYS intern will model positive student behavior, help with Welcome Week activities, attend Wednesday FYS class periods, work with the assigned FYS section as a group, meet each student from their section individually, and develop a good working relationship with the FYS instructor.

**GBS 220** | **Introduction to Business Law**  
---|---  
This course introduces the essential concepts of business law including Contracts, Agency Law, Intellectual Property, Employment Law, Torts, and Business Organizations, which includes tax and liability considerations when forming a corporation, LLC, LLP, partnership, or sole proprietorship.

**GBS 225** | **Business Smarter Book Club**  
---|---  
Business Smarter Book Club classes are a dynamic forum created by Concordia and JJ Hill Library to explore and discuss business ideas, perspectives, and reactions in today’s business world.

**GBS 250** | **Business Law for Marketing Professionals**  
---|---  
This course begins with the essential concepts of business law and proceeds to survey the following legal topics: 1) Contracts; 2) Agency Law, 3)Intellectual Property, 4) Employment Law, 5) Torts, 6) Business Organizations, which includes tax and liability considerations when forming a corporation, LLC, LLP, partnership or sole proprietorship.

**GBS 260** | **Internet Law for Marketing Professionals**  
---|---  
This course explores the legal doctrines applicable to blogs, websites, website links, online advertising, domain names, and other aspects of internet marketing. Topics include First Amendment rights, trademark usage in domain names, advertising, and website text; libel of famous and non-famous persons; trademark dilution in product reviews; cyber-squatters; resolution of domain name disputes; and copyright law applied to website text, meta-tags, photos, music, and video.

**GBS 270** | **Introduction to Public Policy**  
---|---  
This course would focus on how public policy is determined and interpreted by our society, including how individuals or grassroots mobilization, public and private institutions, special interest groups and the media, shape or kill public policy or legislation and how this affects policy. The goal is to give students more than just an understanding of public policy making and issue advocacy. This course will provide students with practical techniques, skills and vehicles to understand how “agenda” can become “law”.

**GBS 300** | **Advanced Public Policy**  
---|---  
This course will focus on advanced study of advocacy based legislation techniques, ethics, and politics of getting your agenda passed. Course topics would include: 1) advanced study and hands on approach to crafting legislative agendas, 2) the detailed technique and art of successful legislative advocacy, 3) an examination of ethical questions that affect legislative advocacy, and 4) how to work with congressional offices, leaders, and the public.

**GBS 310** | **Project Management Intensive**  
---|---  
Through lecture, exercises, and computer simulation students will learn basic through advanced tools and techniques for managing and leading a project. Participant teams will apply learning through a computer simulated real-life project and will experience the stages of their own team's development.

**GBS 312** | **Project Management Professional Exam Preparation**  
---|---  
This one day intensive covers: *Information on the exam* The PMP application process *How to prepare for and take the exam* Study guides and study approach for PMP exam *Sample questions *CD simulation of PMP exam

**GBS 350** | **The Foundation for Entrepreneurial Success**  
---|---  
This course helps entrepreneurs define and understand the basic concepts, theory of entrepreneurship, understand small business, best practices, and practically apply to their business enterprise.

**GBS 355** | **Feasibility Study and Analysis**  
---|---  
This course helps the emerging entrepreneur to define and understand the basic concepts of market research and apply the concepts to their business; documenting, industry, target markets, competitive analysis and trends and creating a customer profile.

**GBS 610** | **Project Management Intensive**  
---|---  
Through lecture, exercises, and computer simulation students will learn basic through advanced tools and techniques for managing and leading a project. Participant teams will apply learning through a computer simulated real-life project and will experience the stages of their own team's development.

**GBS 612** | **Project Management Professional Exam Preparation**  
---|---  
This one day intensive covers: *Information on the exam* The PMP application process *How to prepare for and take the exam* Study guides and study approach for PMP exam *Sample questions *CD simulation of PMP exam

**GE 101** | **Human Geography**  
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Human Geography is an introduction to the basic techniques and concepts of geography. Population, culture, livelihood, settlements and political geography are introduced with emphasis placed on the human role in inhabiting and changing the landscape.
GRK 101  Ancient Greek I
An introduction to classical Greek, presenting basic grammar through readings selected from ancient authors. The aim is to teach students to read Greek quickly and enjoyably in the context of ancient Greek culture.

GRK 102  Ancient Greek II
A continuation of GRK 101, presenting basic grammar through readings selected from ancient authors. The aim is to teach students to read Greek quickly and enjoyably in the context of ancient Greek culture.

GRK 211  Beginning Greek I
Students begin their study of the fundamentals of Greek grammar.

GRK 212  Beginning Greek II
Students complete their study of the fundamentals of Greek grammar. (Prerequisite: GRK 211)

GRK 250  Intermediate Greek
By reviewing basic concepts, building mastery of vocabulary and forms, and focusing on syntactic structures, students begin to translate larger blocks of text in Biblical Greek.

GRK 299  Greek Review
Students review basic concepts, master of vocabulary and forms, and explore syntactic structures in preparation for the seminary entrance exam.

GRK 312  Matthew
Through reading of major portions of the Greek text of Matthew, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to the indicative verb. Matthew is read in the fall term prior to Year A in the liturgical cycle. (Prerequisite: GRK 212 with a grade of C or above.)

GRK 314  Mark
Through reading of the complete Greek text of Mark, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to nouns, pronouns, and adjectives. Mark is read in the fall term prior to Year B in the liturgical cycle. (Prerequisite: GRK 212 with a grade of C or above.)

GRK 316  Luke
Through reading of major portions of the Greek text of Luke, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to the vocabulary of Luke. Luke is read in the fall term prior to Year C in the liturgical cycle. (Prerequisite: GRK 212 with a grade of C or above.)

GRK 412  Galatians and Romans
Through the reading of the complete Greek texts of Galatians and Romans, students build their skills in the translation of biblical Greek and analysis of grammatical forms. Particular attention will be given to participles. (Prerequisite: GRK 212 with a grade of C or above.)

GRK 414  Corinthians
Through reading of major portions of the Greek texts of both letters, students build their skills in the translation of biblical Greek and analysis of syntactic relationships. Particular attention will be given to the syntax of subordinate clauses. (Pre requisite: completion of GRK 212 with a grade of C or above.)

GRK 416  General Epistles
Through selected reading of the Greek texts of a wide variety of epistolary writings, students build their skills in the translation of biblical Greek and in the analysis of textual variants. Particular attention will be given to texts displaying a broad range of textual variation. (Prerequisite: GRK 212 with a grade of C or above.)

HBR 311  Biblical Hebrew I
This course is a study of the biblical Hebrew language. Emphasis is on basic grammar and vocabulary. Students will be introduced to the strong verb and to noun paradigms.

HBR 312  Biblical Hebrew II
The study of basic Hebrew grammar is continued in this course. Students are introduced to weak verbs and to the study of the Hebrew text of the Torah. (Prerequisite: HBR 311)

HBR 411  Biblical Hebrew: Prose Readings
A review of basic biblical Hebrew grammar, introduction to Hebrew syntax, vocabulary review, and readings from the Old Testament poetic texts. (Prerequisite: HBR 312)

HBR 413  Biblical Hebrew: Poetic Readings
The course has the following objectives: a review of basic biblical Hebrew grammar, introduction to Hebrew syntax, vocabulary review, and readings from the Old Testament poetic texts. (Prerequisite: HBR 312)
This course will also address how language, perception, gender communication, and generational differences and context influence contexts. Professionals will gain an understanding of patterns, research and processes associated with conflict management styles, and civility. This course will also address how language, perception, gender communication, and generational differences and context influence the conflict process.
This course is designed to introduce students to health care information systems and help them understand why the interlocking of these systems provides numerous challenges and opportunities for health care providers in the years to come. Students will learn how to collect, massage, manipulate data in order to make it useful. There is plenty of useless data and information available; the real professional can mine that data and information into golden nuggets of knowledge.

Students use literature, interviews and class discussion to explore the values, beliefs, customs and perception represented in various kinds of diversity affecting social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity in the United States and abroad.

Explores the major concepts of finance within an organizational context, including basic accounting terms, budgeting, time value of money, types of healthcare payments and insurance systems, and global considerations, as students use standard financial tools to make business assessments and financial decisions important for managers in a healthcare organization.

This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical healthcare decisions will be evaluated. The roles and responsibilities of healthcare professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.

This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.

Students will discuss challenges facing a society that continues to change in demographics, norms, and philosophies of dealing with drug abuse and drug offenders, which in turn dictate which resources and how many resources will be made available to deal with the nations’ drug problem. First and foremost, students will be introduced to an overview of the world of drug abuse, its causes, concepts and perceived controls.

Students will discuss challenges facing a society that continues to change in demographics, norms, and philosophies of dealing with drug abuse and drug offenders, which in turn dictate which resources and how many resources will be made available to deal with the nation’s drug problem.

Beginning with the Egyptian society, this course places major emphasis on the growth and progress of Western culture and civilization and European institutions. Topics include the Hellenistic world, Rome, medieval Europe, and the Renaissance.

Beginning with the Reformation, this course places major emphasis on the growth and progress of Western culture and civilization and European institutions. Topics include the Scientific Revolution, the Enlightenment, the French Revolution, Romanticism, and twentieth century totalitarianism. INT111 is not a prerequisite for this course.

A comparative introduction to the development of cultures in Europe, the Americas, Asia and Africa. Topics include the age of exploration from a global perspective; the rise of the West; religious, economic and political revolutions; imperialism; changes in the patterns of everyday life. No prerequisites.

Experience the fascinating history of St. Paul’s infamous gangsters and underworld leaders who claim to have run the city during the 1920’s and 1930’s. Students will attend class and then see the sites where the gangsters "lived it up" and committed some of the most notorious crimes in the upper Midwest.

This course looks at the family in a number of cultures at various periods in history. Child rearing, marriage, and kinship are explored. Particular attention is given to the historical influences that have affected the dynamics of the contemporary family.

Students familiarize themselves with methods of inquiry in history and compare these with the methodologies of other disciplines. The course asks participants to raise relevant questions about the data, sources, and conclusions of the material they examine and to conduct their own inquiry through the completion of a self-designed project.

In this course, students examine the leadership foundations of American society. After examining and discussing these foundations, students will
move to non-Western ethical influences of our contemporary society. Students will study the lives of many diverse leaders. In examining the traditional with the contemporary, students will explore the complex ethical framework of our nation.

HIS 221 World Culture: Greece and Rome
This course studies the cultural history of ancient Greece and Rome with a focus on the interaction of diverse cultural elements which shape the metropolitan and cosmopolitan world culture of which we are heirs.

HIS 231 USA to 1877
This survey course traces American history from colonial times through Reconstruction. The course emphasizes a broad range of topics including: colonial settlement patterns, the growth of slavery, the Revolution, the development of nationalism, the Age of Jackson, Westward expansion, sectionalism, and the Civil War and Reconstruction.

HIS 233 USA since 1877
This survey course traces American history from Reconstruction to the present time. The course will begin by focusing on the nation’s emergence as a world power and its failure to keep the promises it made in the 13th 15th amendments. Students will also examine: America’s various reform movements, World War I, the Roaring Twenties, the Depression and New Deal, World War II, the Cold War, Civil Rights, Vietnam, the 1960s counterculture, Watergate, the oil and Iran hostage crises, the Reagan revolution, the Gulf War, the Clinton years, the 2000 election and the 9/11 attacks.

HIS 267 Introduction to Latin America
An introduction to modern Latin America, with emphasis on the post-colonial era, beginning with a discussion of the colonial heritage, the course traces the development of Latin America, its struggle with political instability and economic dependence and the role of the United States in hemispheric development. Primary focus is on Argentina, Brazil, and Chile.

HIS 281 European History 1789¿1914
This survey course looks at the structures, forces and individuals that helped to shape the history of Europe from the French Revolution to the outbreak of World War One. Among the topics considered are the French Revolution and Napoleonic era, industrialization, the revolutions of 1848, socialism, the unification of Germany and European imperialism.

HIS 283 European History Since 1914
This survey course details the events of Europe’s tumultuous 20th century, a period that extends from the outbreak of World War One to the fall of the Berlin Wall and includes two world wars, the Russian Revolution, National Socialism and the Holocaust, the Cold War standoff, and the birth and expansion of the European Community.

HIS 285 European History 1789 to Present
This comprehensive survey focuses on events and forces that have shaped European history since the French Revolution. The course will examine industrialization, the revolutions of 1848, socialism, the unification of Germany, European imperialism, the devastating world wars of the 20th century, as well as the Russian Revolution, National Socialism and the Holocaust, the Cold War standoff, and the birth and expansion of the European Community.

HIS 320 Minnesota History
This course will examine the social, cultural, economic, and political history of Minnesota from pre-European contact to the present. Special emphasis will be placed on American Indian and European-American conflict. This course will also focus on interrelationship between Minnesota's geophysical environment and socio-cultural development. Topics will include Native American life and culture, European settlement, the fur trade, immigration, economic and industrial development, political institutions, cultural legacy, ethnic heritage, and Minnesota's place in the global community.

HIS 325 United States Business History
This course will primarily examine the role of business in the American economy from the colonial period to the present. The course will focus on the development of capitalism and the corporation, with an emphasis on the interaction between business firms and other institutions in American life—including labor unions and the government. Students will study business, labor, and other economic institutions starting in the 17th century and ending with the modern global corporation. Topics will include the fur trade, early American industrialization, railroads, the slave economy, the Gilded Age and Progressive Era, labor strife, and the modern corporation.

HIS 330 America's Civil War: 1845-1877
This course will examine the Civil War era in the United States. The class will emphasize a number of topics including: North-South social and cultural differences, the short and long-term causes of the conflict, Southern secession, slavery and emancipation, Abraham Lincoln’s leadership, battles and military strategies, Soldier’s lives, wartime diplomacy, politics, and economics during the war, the struggles of Reconstruction and the significance of the war in American history.

HIS 332 The Cold War: A Global Perspective
This course examines the causes, actions, and results of a conflict between the world's superpowers that shaped the direction of global affairs for more than forty years. This course will allow the students to view the Cold War through the eyes of the United States, the Soviet Union, their allies, and many other countries that served as proxies during this period. Both the history and the international system will be emphasized.

HIS 333 The Industrial Revolution
This course traces the most explosive period of growth and change in American history. Covering the presidencies of Ulysses S. Grant through Woodrow Wilson, this course intensively examines the American metamorphosis from divided, wounded and fractious nation to industrial juggernaut and policeman of the world. Major themes include: the final days of red-white conflict, issues of black freed people, immigration,
industrialization and urbanization, robber barons, labor unrest, muckrakers and reformers, and political and social movements.

HIS 334 United States Foreign Policy
This course examines the goals and consequences of American foreign policy and diplomacy from the founding of the republic to the present day. Topics include commercial and territorial expansion, America's relationships with other states and nations, World Wars I and II, the Cold War, Vietnam, U.S. imperialism, and the current conflicts over terrorism and natural resources. The perspectives of other peoples and nations will be emphasized.

HIS 337 Parties, Campaigns, and Elections
Analysis of party organizations, campaigns, and presidential and congressional elections in the United States. Attention will be given to state and local party structures and activities, third-party movements, and historical patterns of voting behavior.

HIS 339 Race and Ethnicity in American History
This course examines those who came or were brought to the United States through the slave trade, economic, social, and political dislocations in different parts of the world and more personal factors. Various modes of assimilation and diversity will be discussed, as will the stories of many of the different peoples who have served to create the citizenry of the United States.

HIS 340 Slavery and Freedom in the Americas
This course explores the history and demise of chattel slavery in the Americas by using a global approach to examine developments and conditions of slavery and emancipation in Latin America, the Caribbean region, and the United States. By comparing slavery in the U.S. to other slave systems the class will explore whether the legacy of race relations in the Southern U.S. was exceptional or typical. Topics will include: the Atlantic slave trade, slave life and slave culture, the expansion of slavery in the southern United States, resistance to slavery and violent revolution in Haiti, the long demise of slavery in the Americas, and the efforts of freed people to give meaning to their "new birth of freedom."

HIS 341 The Civil Rights Movement in the United States
This course will explore the major campaigns, personalities, organizations, and guiding themes of the Civil Rights Movement in the United States. This course will focus on the "long civil rights movement"; that portion of the struggle characterized by an organized mass movement(s) from World War II through the 1970s, highlighting the shift from protest to electoral politics. The class will place the civil rights movement within the context of American political, economic, and social institutions. It will also analyze the major historical, sociological, and political debates about the Civil Rights/Black Power movements and place those movements in the broader context of national and international developments.

HIS 351 Themes in United States History
This course will explore a specific topic or topics selected by the instructor, and will expand the student's understanding and appreciation of the history and historiography of the given subject(s). (Prerequisite waiver can be signed by professor.)

HIS 355 Themes in World History
This course will explore a specific topic or topics selected by the instructor, and will expand the student's understanding and appreciation of the history and historiography of the given subject(s). (Prerequisite waiver can be signed by professor.)

HIS 357 History on Film
This course will utilize films to examine and analyze various historical topics, eras, and subjects. Students will speculate and consider how films from the past and the present have judged and interpreted history. The thematic focus for this course will vary.

HIS 372 The Second World War
The Second World War seen from economic, social, military and political points of view; other topics include the causes of the war and the various post-war problems. European or American perspective depending on the instructor.

HIS 382 Hitler's Germany
From the unification of Germany in 1871 to the reunification in 1990, stressing the origins and consequences of the National Socialist period 1933-45. Topics include Bismarck and his political legacy and the divergent paths taken by the two German states in the midst of the East-West conflict after 1945. Emphasis is placed on understanding Germany's role in a larger European context.

HIS 389 The Holocaust
This course will introduce students to the history of the Holocaust and to individuals who embodied those issues. We will examine the historical development of anti-Semitism, German political and cultural history of the 19th and 20th centuries and the actions taken against Jews that culminated in the attempted implementation of a final solution to the Jewish question. Course will consist of lectures, readings and discussion, with occasional guest speakers and films.

HIS 390 Vietnam War
This course examines, from historical and political perspectives, the Vietnam War era. While an emphasis will be placed on America’s role in the conflict, international geopolitical factors will also be investigated. Other topics might include the development of Vietnamese nationalism, the Cold War, French colonialism, Washington’s initial commitment to Vietnam, the increase in American involvement from 1954-1965, the Gulf of Tonkin, the failure of military strategy, antiwar protests, the war’s legacy, and the impact of the Vietnam War on current politics in Laos, Cambodia, and Thailand, and Southeast Asia. The plight and conditions of the Hmong people, both during and after the war, will be highlighted in this course.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 401</td>
<td>Research and Writing in History</td>
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<tr>
<td>HMG 101</td>
<td>Introduction to Hmong Studies</td>
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<tr>
<td>HMG 110</td>
<td>Introduction to Hmong History</td>
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<td>HMG 201</td>
<td>Hmong Culture and Society</td>
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<td>HMG 202</td>
<td>Hmong Literature and Art</td>
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<td>HMG 254</td>
<td>People and Culture of Southeast Asia</td>
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<td>HMG 255</td>
<td>People and Culture of China</td>
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<td>HMG 301</td>
<td>Hmong Cosmology and Belief</td>
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<td>HMG 327</td>
<td>Reading and Writing for Hmong</td>
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<tr>
<td>HMG 328</td>
<td>Hmong Readings</td>
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This serves as the research and writing capstone course for History majors and minors. After reading other scholars' ideas and interpretations in various classes, students will now have the opportunity to research, analyze, and write their own original work of scholarship. Students will do original research projects using primary source materials (newspapers, oral history interviews, government documents, letters, diaries, etc.), rather than scholarly articles or books. Student can select their own topic, but must coordinate with an instructor. Assessment goals include sound research, adequate content and coverage of the subject, strong critical analysis of sources, and writing style.

This course is designed to introduce students to the people and culture of China, known for its ancient culture, increasing modernization and breathtaking beauty, provides a rich setting for interdisciplinary learning. This course is designed to introduce students to the region's history and culture. Students will learn about language, literature, history, religion, economics, politics, education, arts and other aspects of Thai, Vietnamese, Cambodian and Laotian cultures. Students will receive an orientation prior to the trip that will acquaint them with the course and its learning objectives. Classroom instruction and cultural appreciation will be integrated with the cultural tours. Particular attention is given to the Hmong experience in two comparative contexts: Southeast Asia, and the United States. The program will take place in a number of southeast Asian countries: Thailand, Cambodia, Laos, and Vietnam.

This class will explore the various literatures (folk as well as modern) and art forms that have been in use by the Hmong for over 4,000 years. A combination of field experiences/observations, and readings as well class discussion will be used.

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Through a combination of lectures, reading and research, students will gain a better understanding of the Hmong community and the area of Hmong studies through the work of Hmong scholars and researchers from around the world.

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This class will explore all the aspects of Hmong beliefs and the different forms of religions that are practiced by the Hmong throughout the world. Students will learn from books/assigned readings, lectures, class interaction and field work/observation.

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With regular interactive group activities, students will enhance their Hmong through a series of reading and writing Hmong short stories, poems, proverbs as well as key activities surrounding family and social events.
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<tr>
<td>HON 110</td>
<td>Perspectives, Approaches, and the Gospel</td>
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<tr>
<td>HON 120</td>
<td>Human Resources Action Research at Work</td>
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<tr>
<td>HON 210</td>
<td>Being Human and Christian in an Interconnected World</td>
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<tr>
<td>HON 220</td>
<td>Scholarship and Service for the Sake of Others</td>
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<td>HON 410</td>
<td>Building for Eternity</td>
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<td>HRG 500</td>
<td>Human Resources Leadership and Ethics</td>
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<td>HRG 510</td>
<td>Strategic Human Resources and Measurement</td>
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<td>HRG 520</td>
<td>Recruitment, Selection, and Retention</td>
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<td>HRG 530</td>
<td>Compensation and Benefits</td>
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<td>HRG 540</td>
<td>Organization Development for Human Resources Professionals</td>
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<td>HRG 550</td>
<td>Human Resources Research Methods and Design</td>
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<td>HRG 560</td>
<td>Finance for Human Resources Leaders</td>
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<td>HRG 570</td>
<td>Human Resources Legal Environment</td>
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<tr>
<td>HRG 580</td>
<td>Human Resources Action Research at Work</td>
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Using primary texts and artifacts set in their historical/cultural contexts students examine the ways in which peoples of the west, east, and south have apprehended their world, humanity, and God over time. Sciences, arts, and the religious texts of Christianity will serve to challenge students to develop a world view that integrates faith and learning.

Students explore the needs of the world through the eyes of the poor and the marginalized. Students assess global conditions of population, health, economic development, ecology, and political expression in view of human responsibility for creation and the Biblical concern for the poor. Students analyze theoretical and practical approaches to addressing global inequities and needs.

Students explore their values and beliefs in view of the needs of the less fortunate and the impact of human life on the planet. Particular attention is paid to the role of technology in contemporary life. Students explore Christian concepts of vocation and service.

During their senior year, honors students reconvene to explore again the integration of faith and learning for the sake of others and the world. Through a final project in their chosen discipline, students set a course for on-going learning and service in the context of the Christian gospel.

This course examines the full scope of human resources activities. It covers a broad list of key Human Resources competencies including strategic management, teaming, problem solving, conflict management, and creativity. This course will also focus on understanding the value and connection between morality, ethics, and values as they relate to the role of Human Resources leadership in our capital system.

This course examines the role of the Human Resources leader in the development of vision, mission, values, and coherent strategic plans. Students will diagnose their strategic abilities and develop a plan for increasing their personal and team strategic capabilities. Students also will explore the importance of developing a global talent management and metric driven mindset.

This course will explore the full spectrum of the talent acquisition process with a focus on making an effective business case for implementing talent acquisition strategies. The course also will cover testing methods, applicant assessment, and employment engagement methods and the laws and regulations impacting staffing in organizations.

This course explores employee performance methods, pay and reward systems, employee benefits programs, and total compensation systems. The focal point of the course is on designing pay structures that support organization values and strategic objectives. Topics include the strategic role total compensation plays in organizations, the dynamics of alternative pay systems, sales compensation, executive compensation systems and employee benefits.

This course will help Human Resources leaders understand organization development from a leadership and HR perspective. Students will build their capacity to facilitate complex change initiatives using change theories, models, and concepts. Students will demonstrate an understanding of how a complex business environment is driving the need for continuous change.

This course provides concentrated learning in action research methodology. The course provides an overview of quantitative and qualitative data collection methods, analysis, intervention selection, and evaluation. The philosophy, ethics, and politics of organizational research are introduced. Students will complete the first phase of their final capstone paper during this course.

This course will focus on developing Human Resources business acumen as well as a quantitative mindset. Moreover, the practical aspects of strategic and operational roles of accounting and finance are explored. In addition, applications for forecasting, budgeting, financial performance, and fiscal and ethical responsibilities in a global context will be explored.

This course covers legal employment issues that Human Resources leaders face in operating organizations in today’s complex environment. Students will study the foundations of the United States legal system, the public and international environment, the private environment, and the regulatory environment as it relates to the role of Human Resources practitioner.

This course will offer students an opportunity to leverage their learning from the entire curriculum and demonstrate their competence in Human Resources problem-solving and leading change. Students will select a topic related to Human Resources leadership. Furthermore, they will use an action research framework and create a high impact deliverable for increasing organization effectiveness.
HRG 590 Human Resources Legal Environment
This course covers legal employment issues that HR leaders face in operating organizations in today’s complex environment. The ubiquitous nature of our legal environment necessitates that leaders are able to recognize legal issues, understand the policy reasons behind the law, and effectively comply with governmental regulation. Students will study the foundations of the U.S. legal system, the public and international environment, the private environment, and the regulatory environment as it relates to the role of HR practitioner.

HRG 600 Strategic HR Leadership
This course examines the role of the HR leader in the development of vision, mission, values, and coherent strategic plans. Students will be able to develop short and long-term HR goals that improve operational effectiveness and strategically position the overall organization for the future. Students will diagnose their strategic abilities and develop a plan for increasing personal and team strategic capabilities. The course examines the systemic interrelationships among the topics introduced in earlier program courses.

HRG 610 HR Action Research at Work
This course will offer students an opportunity to leverage their learning from the entire curriculum and demonstrate their competence in HR problem-solving and leading change. Students will select a topic related to HR leadership and will use an action research framework to create a high impact deliverable for increasing organization effectiveness. Students are expected to leverage their learning from the entire program when preparing their final project.

HRM 200 Employment Law
Human Resources Management requires operations to be fully compliant with both state and federal statutes that govern all aspects of employment, beginning with recruitment and hiring through termination. This course is designed to provide the student with an overview of the legal framework impacting human resources practices, and an introduction to applying those principles to practical situations.

HRM 201 Contemporary Issues in Human Resource Management
This course provides a foundation in management practices, general employment practices, staffing, human resource development, compensation and benefits, employee labor relations, health, safety, and security. Student enrolled in the BA Human Resources degree completion program are not eligible to take this course for credit.

HRM 213 Employee Recognition and Retention
The purpose of this course is to establish the value and basic principles of a well-run employee reward/recognition program within an organization. Tools and specific practices for building an effective program will be presented.

HRM 300 Introduction to Recruiting and Selection
This course provides an introduction to the subject of recruitment and selection of employees. It will introduce students to assessing organization needs and identifying effective recruiting strategies, including advertising, locating candidate sources.

HRM 306 Advanced Issues in Human Resources
The challenges many organizations face today are complex; new dimensions, such as an increasingly diverse workforce, make it more difficult to ensure HRD efforts will succeed. This course serves as a comprehensive introduction for managers, supervisors, and HR professionals who have had limited course work or experience with HRD.

HRM 310 Managing in Organizations
Students will learn the underlying trends and topics of leadership and management. The class will explore the importance of effective management practice. Topics such as self-directed work teams, motivation, systems theory, quality, and leadership will be studied. Students will investigate their own strengths and areas of personal development in order to understand how best to develop their own leadership capabilities.

HRM 312 Performance Management
Provides basic knowledge to design, implement, and maintain a successful performance management system.

HRM 315 Personal Resources: Assessment and Application
Students will investigate their strengths, and areas of personal development in order to understand how best to create and develop a personal strategic plan for their future.

HRM 320 Advanced Human Resource Management
The role of the human resource management function in organizations will be studied. The changing nature of work and demographic shifts will be of particular focus. Students will study all of the roles that the human resource professional plays.

HRM 325 Survey and Research Methods
Basic survey and research methodologies are explored in the context of human resource management. Analysis of professional research articles is studied with an emphasis on reading and understanding research. Students will learn the use of technology as a tool for HR professionals.

HRM 340 Human Resources Plan I
Students will develop a Human Resource Plan for a key human resource function by utilizing class learning, research, audit practices, and mentors. The Human Resource Plan will provide an analysis of the significant aspects of the human resource profession.

HRM 345 Compensation and Benefits

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How will employees be compensated for their efforts? Salary administration, variable pay, performance management, position evaluation, and reward systems, in terms of monetary and non-monetary pay, will be investigated and evaluated. Employee benefits will also be examined.

HRM 350 Legal Issues in Human Resources 4
Every human resource professional needs to understand employment law. The historical roots of labor/management will be examined and the application of the law to the present day workplace including wrongful discharge, harassment, interviewing, selection, compensation, and benefits will be discussed and studied. Techniques such as negotiation and mediation will be practiced.

HRM 352 Staffing the Organization 4
How do we find and keep good employees? Every organization in America is grappling with this issue. This course will focus on the many aspects of Talent Management. Students will study recruitment, forecasting, selection, orientation and retention.

HRM 353 Compensation/Benefits Systems and Theories 4
How will employees be compensated for their efforts? Salary administration variable pay, performance management, position evaluation, HRIS, and reward systems, in terms of monetary and non-monetary pay, will be evaluated. Employee benefits will also be examined.

HRM 355 Organizational Development and Training 3
This course introduces students to concepts in organizational development and the training of employees. Students will study how to make organizations more effective, how to perform and assess organizational needs, and how to look at various options in training employees.

HRM 360 Human Resources in Global Environment 2
This course addresses topics in human resource management from an international, cross-cultural perspective. The focus of this program is to fully explore human resource issues in a global context.

HRM 375 Managing Organizational Change 2
To understand the complex nature of organizational change, every individual within an organization must understand and apply various change methodologies. This workshop provides an overview of several models of change and their applicability to generic organizations.

HRM 380 PHR/SPHR Certification Preparation Program 3
This course is for HR practitioners planning to take the Society of Human Resources Management (SHRM) certification examination for both the Professional in Human Resources (PHR) and Senior Professional in Human Resources (SPHR) designations. Concordia is working in coordination with Trusight Inc. to offer this learning opportunity.

HRM 410 Organizational Development and Change 4
This course introduces students to concepts in organizational development. Students will study change theories and how to make organizations more effective while navigating change, how to perform and assess organizational needs, and how to look at various options in training and developing employees.

HRM 415 Biblical Christianity for Thoughtful People 4
The question, “What is religious though?” will be explored in the light of American culture. Students wrestle with basic questions of life, such as, “What is the meaning of life?” World religions are discussed from the perspective of a Christian belief system. This course satisfies a general education requirement.

HRM 420 Employee and Labor Relations 3
This course will look at the range of issues dealing with employee relations. The historical roots of labor/management will be examined as well as present day paradigms for that relationship. Techniques such as negotiation and mediation will be practiced.

HRM 425 Employment Strategies 3
How do we find and keep good employees? Every manager in America is grappling with this issue. This course will focus on the many aspects of employment: recruitment, forecasting, selection, orientation, and retention.

HRM 435 Business and Personal Ethics 4
This class will look at processes and strategies for dealing with ethical dilemmas and situations. Students will work on case studies and look at their own roots in developing their ethical positions. Students will wrap up this class with their own statement of ethical beliefs.

HRM 440 Human Resource Plan 4
Students will have completed their human resource synthesis project they began months ago and will present it to their cohort.

HRM 470 Strategic Human Resources 4
This course will examine Human Resources professionals as strategic partners with their organizational counterparts. Various cases and readings will be used to illuminate the pivotal role HR can play in influencing the direction of organizations.

HSM 575 Community Psychology 4
Community psychology emphasizes the developmental contributions that environments and communities can make to individuals using an ecological perspective. This course draws upon the insights of community psychology and applies those insights to the learner’s professional practice.

HSM 310 Innovation: Trends in the Hospitality Industry 4
This course will view the future of the Hospitality Industry from a number of different prerogatives including the world economy, the age of terror, tourism trends, with respect to the cruise industry, airlines, restaurants, hotels, resorts and gaming industry. This course will encourage the
student to explore and embellish the future of not only the Hospitality Industry, but the world economy and appreciate this quick-paced, ever changing stage where each day is an adventure.

**HSM 325 Business Ethics**

This course is designed to investigate the broad spectrum of personal, business and society ethical issues that managers/leaders encounter. As corporate America struggles to find its social and ethical identity in a business environment that grows increasingly complex, managers are confronted with exceedingly difficult challenges. These challenges include balancing their economic, legal, ethical, and social responsibilities to the variety of stakeholder groups in which they interact. This course provides the structure for students to explore their personal ethics and develop the framework for addressing tough ethical decisions in business and in marketing. Students will apply ethical frameworks to business problems.

**HSM 340 Integrated Marketing Communications**

This course will focus on developing marketing strategy and executing diverse communication tactics that are critical for business success. The student develops specific targeted communications and campaigns to meet their strategic communication objectives and target markets while integrating elements to gain an appreciation for the promotion mix (personal selling, direct mail, advertising, public relations, electronic and personal selling, etc.) tactics. Students will create their own promotional plans as avenues for transmitting marketing messages effectively and present these to the cohort based on their overall value related to usefulness, cost/benefit analysis and social value.

**HSM 345 Interactive and Mobile Marketing**

This course will explore the explosion of Internet marketing options to engage consumers. It is designed as an introduction to the rapidly evolving world of Interactive marketing focusing on the tools of Internet marketing. Students will explore integrating electronic methods into the marketing function. The course includes discussion of the importance of website return on investment and brand building, community development and digital marketing models. Social media strategy and mobile marketing are also built into the course. By analyzing a company’s marketing situation the student will complete an Internet marketing plan that aligns to the business objectives.

**HSM 400 Hospitality Human Resources: Managing Human Performance**

This course examines the management of the fundamental and most valuable asset in any organization – its human resources; and, it will also review the salient issues and key elements critical in building a strong and successful organization. It will review the application of human resource management practices as they apply to the Hospitality and Tourism Industry. This course will encourage students to realize the significance of human resource management (HRM) and its successful application and practice in the Hospitality and Tourism field.

**HSM 410 Hospitality Law and Legal Issues**

The student will be introduced to hospitality law, utilizing proven tools and standard operating procedures for satisfying company objectives. This course is designed to give the student a working understanding of Federal and State laws pertaining to Hospitality Industry-related entities and business operations.

**HSM 420 Applied Accounting and Finance**

In this course financial information is made easier to comprehend. It provides the foundation for basic principles and concepts that will make non-finance managers better equipped for service to the organization. Students will address financial assessment, budgeting and spending, global and ethical implications of financial decision-making, and financial prioritization for the present and the future. This course will provide the framework for the financials of market planning strategy including sales, new product development, return on investment, price and profit while offering the student an understanding of corporate reports and internal control.

**HSM 430 Marketing Innovation**

This course is the foundation of the marketing program. It reviews the concepts and application-oriented framework for marketing decision-making in a dynamic environment. Students explore current and emerging trends within a shifting marketplace and economic landscape. The five P’s of marketing – place, price, product, promotion and people – are the center of this module. The course emphasizes environmental scanning, target customers and achieving organizational objectives through the intentional and skillful blending of marketing strategies. Students will create their own marketing plans within this module.

**HSM 435 Hospitality Industry Leadership Strategies**

This course will explore leadership and management in the Hospitality Industry; utilizing proven tools and exercises for creating future leaders in the Hospitality Industry and emphasizing the important role that management skills play in organizations. Leadership, people management, interpersonal skills, and the attention to quality and critical factors ensure future success. Mastering these skills permits career growth as there is no substitute for ethical leadership and management grounded in sound principles and practices.

**HSM 440 Hospitality Industry Business Plan**

Students will create their own business plan for the Hospitality Industry-related organization of their choice. The goal of this course is to enable the student to become proficient in developing his or her own Hospitality Industry business plans.

**HSV 401 Returning Student Seminar**

This seminar course covers five areas that are critical to learner success: goal-setting, library, writing, personal life balance, and computer literacy. Each of the five areas is covered briefly, and then learners choose an area to explore with an instructor. This course models the collaborative learning and the self-directedness of the program.

**HSV 420 Family Systems**

This course familiarizes the student with an understanding of the history, evolution, and demographics of the family. Kinship, family structures, functions, and roles are explored. Particular emphasis will be placed on the family’s relationship to other systems and institutions in society.

**HSV 421 Community and Family Dynamics for the Criminal Justice Practitioner**

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Understanding family and community dynamics is a basic skill required of all criminal justice professionals. This course examines the interactions of individuals in various settings in a society that continues to change the expectations of the criminal justice system. History, evolution, and demographics of family and community will be explored in relation to the criminal justice professional.

HSV 460 Ethics

Classical and historical ethics are explored, as well as the student’s personal values system. Individuals face tough ethical decisions with increasing frequency in our society, and a framework for addressing those questions is needed. Each student will develop a system for making ethical decisions in their personal and professional life.

HSV 490 Portfolio and Synthesis

This final course is designed to help learners reflect on all they have done in the BA program. Through guest speakers, research study, and reflection on practice, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience.

INF 150 Spreadsheet Management

Utilizing Microsoft Excel, students will be led through an exploration of a powerful spreadsheet program. After a review of the basic commands and functionality, students will be able to sort and format data, utilize functions, and create charts and graphs. Further studies will include management of large data sets, linking multiple workbooks, security issues, and using styles, tables, and formulas. Finally, advanced formulas, functions, search strategies, and data analysis tools will be covered including PivotTables and PivotCharts. Upon completion of the course, students will have sufficient preparation if they wish to take the Microsoft Excel Expert Exam for the Microsoft Office Specialist Certificate.

INF 210 Database Design

Utilize a database tool to create a prototype for output that meets real-life business outcomes. Learn the fundamentals of database design including the relational model, SQL, data warehousing, and web-based application design. Practice working individually and in teams to learn the normalization process, minimizing opportunities for redundant, inaccurate data. Other topics include design implications for speeding data access (e.g. de-normalization), creation of data-backup systems, and the emergence of unstructured data systems.

INF 250 Google Android Mobile Application Development

Google Android Mobile Application Development provides students with an in depth look at the current state of mobile computing application development specifically using the Software Development Kits (SKDs), tools, widgets, and Integrated Drive Electronics (IDEs) specifically tailored for Android Development. Students will conduct a project management exercise to enhance customer and/or employee experience by planning, analyzing and gathering requirements before designing an interactive Android application.

INF 470 Social Media Marketing

In this course, students will explore the latest tools and trends in social media applied to marketing, advertising, and communication. Using case studies from large corporations, small businesses, and non-profits, students will examine current examples and future opportunities of how marketing professionals use social networks, user-generated content, and blogs for shaping marketing activities.

ITA 101 Introduction to Italian Language and Culture

Learning the basics of Italian and the culture of Italy.

ITM 305 Introduction to Computer-Based Information Systems

Students will analyze how hardware, software, and people interact to help carry out a business strategy. This analysis will be built on a study of system's architecture used to support system-wide computer based applications such as Enterprise Resource Planning (ERP) and Customer Relationship Management (CRM).

ITM 310 Contemporary Issues in Information Technology

An introduction is given to the latest developments in information technology and its social and organizational impact. Included in the study of social issues are the effects, threats, and challenges to privacy and property. Organizational issues include effective communication for virtual teams, effects of information systems on communication, and the consequences of employee behavior and quality of work life.

ITM 312 Harnessing Personal Innovation

Utilize reflective tools and course feedback to examine individual strengths and opportunities for growth as a writer and communicator. Harness this self-awareness to develop a personalized strategic plan that clarifies each student’s unique ability to collaborate on teams and innovate for the organization. Begin comparing the effectiveness and efficiency of various electronic and face to face communication strategies amidst a contemporary exploration of technology’s global impact on business.

ITM 315 Personal Resources: Assessment and Application

Students investigate their histories, strengths, and weaknesses in order to understand how to best create and develop a personal and strategic plan for their future.

ITM 325 Business Management for Information Technology

Conduct an in-depth examination of the characteristics of a business and the circumstances that affect their success. Explore varying activities and styles of managers within organizations to develop an effective personal style for managing technology as a business-savvy professional. Study ways to enhance the effectiveness and efficiency of application development and operations management teams. Topics include managing change, compliance, finances, marketing, business intelligence, and frameworks for technology service delivery such as the Information Technology Infrastructure Library (ITIL) and the Control Objectives for Information and related Technology (COBIT).

ITM 330 Systems Analysis and Design

An overview is given of the systems development life cycle with emphasis on techniques and tools of system documentation and logical system specifications. CASE methodologies are introduced as well as some advanced strategies and techniques of structured systems development.

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In this course you will learn to use business strategy to lay the foundation for managing data. You will learn the tools to model and create databases that minimize redundant, inaccurate data and provide faster access to strategic information. You will learn to identify the management and knowledge skills needed for enterprise data warehousing (a big reason for Wal-Mart’s success!). At the end of this course, you will have expanded your toolset for improving organizational efficiency and for becoming a potential contributor to competitive advantage.

This seminar provides a forum for discussion of issues and problems encountered in the development of the ITM project, a capstone course integrating the information systems knowledge gained through the other courses. Students evaluate each other's project design and plan, organize, and conduct a walk-through exercise. In addition, students are introduced to advanced project management techniques used to manage highly innovative projects.

Students explore the methods used in managing projects and processes. Emphasis is placed on scheduling, tracking, and planning techniques as it relates to working with current and new technologies that require a significant amount of innovation. Computer tools for assisting project management tasks are discussed.

Channel effective project management skills to innovate and deliver on business strategy. Utilize a project management simulation to study planning, scheduling, and tracking techniques for effective project management. Apply learning to a draft of the following deliverables for the student's own Applied Research Project: 1) project scope/charter, 2) work breakdown structure, 3) cost-benefit analysis, 4) project schedule, 5) risk register, and 6) quality management plan. Identify the relationships between IT operations, project management and other value-chain functions that manage internal and external relationships among partners, vendors, and outsourcers. Explore the impact of operations management on a firm’s competitiveness and management of IT resources.

Students will study management tactics designed to focus on the talents and strengths of technical staff by empowering each employee with defined outcomes and the right organizational fit. Students will learn how to mobilize political support. The investigation will identify the sources of power, where power can be lost, and the resources needed to help get things done.

Compare technical to non-technical staff in studying ways to build collaborative effectiveness for the business. Investigate sources of power from the local to global setting to better understand how power can be lost or gained within an organization. Empower each employee with defined outcomes and the right organizational fit. Utilize collaborative software tools to practice communicating virtually across diverse settings and maximize teamwork to deliver on business strategy.

This course explores the functions of Information Technology (IT) Operations and the impact of operations management on a firm's competitiveness and management of IT resources. A strategic framework will be introduced identifying relationships between IT operations, project management and other value-chain functions that manage internal and external relationships amongst partners, vendors and outsourcers. Students will examine the need for speed and being first-to-market to positively leverage the network effect of new technologies in order to gain competitive advantage with technology-enabled products and services.

Analyze how information systems are designed to interact with people and carry out business strategy. Analysis will include a study of enterprise-wide applications, coupled with a discussion of the infrastructure necessary to support these applications. Implications for security and privacy are key threads discussed throughout the module. Topics include business continuity and disaster recovery, virtualization, and the effects of compliance on infrastructure development (e.g. HIPPA, SOX, GLBA).

The question, “What is religious thought?” will be explored in the light of American culture. Students wrestle with basic questions of life, such as “What is the meaning of life?” World religions are discussed from the perspective of a Christian belief system. This course satisfies a general education requirement.

Study all phases of the project lifecycle with an emphasis on creating a first draft for the Planning and Analysis phases of the student’s Applied Research Project. Utilize contemporary case studies such as mobile applications development to compare software and infrastructure development methodologies such as the Systems Development Lifecycle and Agile Methods. Create a common understanding of project requirements by interviewing key stakeholders and diagramming to communicate process workflow. Apply learned skills to key decision-making tasks such as in-house development, outsourcing, software testing, business requirements gathering, and Cloud Computing.

Examine strategies that businesses use to be competitive in the marketplace. Determine how tactical strategies for technology support the business strategy. Practice working in teams to develop techniques for innovation management of technologies.
### ITM 425  Data Management for Intelligent Business
Use business strategy and data-based applications as a foundation for making intelligent business decisions. Utilize a database tool to create a prototype for output that meets real-life business outcomes. Practice working individually and in teams to learn the normalization process, minimizing the potential for losing customers through redundant, inaccurate data. Study the Structured Query Language (SQL), data warehouse team-building, de-normalization, and data-mining for faster access to operational and strategic information leading to a potential competitive advantage.

### ITM 430  Network Infrastructure and Security
In this course you will analyze network and security architecture for strategic value in a business context. You will create cost/benefit analyses to compare infrastructure options, analyze types of network attacks and design mitigation strategies, describe differing physical network media and topologies, examine privacy from an organizational and global perspective, and propose a network solution that helps to solve a day-to-day issue.

### ITM 435  Business Ethics for Information Technology
The conduct of technical and business professionals is considered from a moral and ethical perspective. Students develop their capability and depth as a reflective practitioner by using a rich framework for processing ethical decisions. A rare opportunity is provided to prepare a personal moral and ethical statement as a foundation for future decision-making.

### ITM 440  Applied Research Project
This seminar helps students complete a synthesis project integrating business and technology knowledge gained through the Innovation and Technology Management (ITM) program coursework. The project addresses actual worksite needs, both human and technical. A problem or need is selected and a proposal to solve the problem or meet the need is prepared. A thorough analysis is conducted including cost-benefit, requirements gathering, options analysis, and measured success to address a business need.

### ITMC 380  ITIL® V3 Foundations
ITIL® (Information Technology Infrastructure Library) is the most widely accepted approach to IT Service Management in the world. ITIL® provides a cohesive framework drawn from the best practices of public and private sectors internationally. This course introduces students to the V3 service lifecycle phases and associated processes. The Foundations’ certification exam is administered at the end of the course.

### JPN 101  Beginning Japanese
The course goal is to provide a basic foundation that will enable students to acquire and develop language skills in listening, speaking, reading, and writing in Japanese. Throughout the process of learning these skills, emphasis will be on the student's ability to perform in real-life situations through task-based practice. Additionally, students are required to engage in regular independent practice.

### KHS 100  Walking and Running Basics
This course develops the fundamental skills, strategies and experiences to enjoy the health benefits of walking and running.

### KHS 103  Strength and Conditioning Activities
This course develops the fundamental skills, strategies and experiences in fitness activities such as weight training and cardiovascular conditioning.

### KHS 105  Introduction to Social Dance
This course will present popular social dances, basic steps as well as advanced variations. Typical dances presented include; Ballroom waltz, Old time waltz, Fox Trot, Rumba, and Swing. Additional dances will be covered as time permits.

### KHS 106  Basketball Basics
This course develops the fundamental skills, strategies and experiences to enjoy the sport of basketball.

### KHS 107  Golf
This course develops the fundamental skills, strategies and experiences to enjoy the sport of golf.

### KHS 108  Racquetball
This course develops the fundamental skills, strategies and experiences to enjoy the sport of racquetball.

### KHS 109  Volleyball
This course develops the fundamental skills, strategies and experiences to enjoy the sport of volleyball.

### KHS 110  Health & Dynamic Human Movement
The aim of this course is to enhance and expand upon the personal and community benefits of a dynamic health and human movement lifestyle. Further, this course is designed to foster and promote healthy attitudes, behaviors, and skills, which develop informed healthful living and enlightened care for self. This course is designed to optimize informed healthful living, balanced service to God and humanity and enlightened care for self, such that Concordia University students are challenged to increase awareness, understanding, and informed critical appreciation for the six basic dimensions of health and wellness which are: Social, Mental, Emotional, Environmental, Spiritual, and Physical.

### KHS 111  Badminton
This course develops the fundamental skills, strategies and experiences to enjoy the sport of badminton. Basic skills include serve, forehand, backhand, smash and drop shot. Strategies will be explored in singles and doubles. Understanding the rules and scoring will add to the experience of the sport of badminton.
This is an introductory activity course developed for those who enjoy kickboxing, boxing, and Brazilian Jiu Jitsu ground wrestling. Using multiple styles of self-defense, this course covers a variety of concepts and practices to help reduce the risk of bodily harm when faced with various levels of confrontation.

This course provides students with a basic understanding of the Pilates method, and how to properly perform a wide variety of introductory mat exercises. These exercises will focus on applying the fundamental skills of Pilates, including breathing technique, focus and body alignment. As students progress through exercises they will gain awareness of the mind-body relationship, and the many benefits Pilates offers.

This course conveys the personal and community benefits of a dynamic health and human movement lifestyle by increasing awareness, understanding, and informed critical appreciation for the six basic dimensions of health and wellness: social, mental, emotional, environmental, spiritual, and physical. Through personal assessment and participation in physical activity, students are expected to foster and promote healthy attitudes, behaviors, and skills, which develop informed healthful living and enlightened care for self. This course also acquaints students with the National Health Education Standards and the Centers for Disease Control and Prevention (CDC) Priority Health Risk Behaviors. Current personal and community health issues and challenges facing society and today’s students will be explored. Upon completion of the course, students will be certified in Adult, Child, & Infant CPR and First Aid. (This course meets the Minnesota State Board of Teaching Drug Education and Health Standards).

This course provides an introduction to the sub-disciplines of the field of Kinesiology. At the conclusion of the course, students will have an understanding of the various sub-disciplines of Kinesiology and the current issues present in these sub-disciplines, and be award of available employment and graduate school opportunities.

This course is designed to give students the fundamental skills and procedures necessary to identify ways to prevent injury and/or illness, recognize when an emergency has occurred, follow emergency action steps, and provide basic care for injury and/or sudden illness until professional medical help arrives. (Prerequisite: KHS 110)

This course is designed to provide students with a historical background in epidemiological studies. The course is also designed to expose students to the principles and concepts necessary for understanding the basics of epidemiological activity and classical epidemiological investigations. By applying knowledge from a range of disciplines, epidemiologists are able to more adequately study disease, wellness and other health-related events in populations. The ultimate goal of this course is to stimulate a desire for further education in epidemiological course work. (Prerequisite: KHS 110)

This course is designed to provide students with knowledge of technological advancements in health, the influence of the media on health, and a look into how our environment affects our health. Students will be asked to conduct research into all three topics, analyzing data, summarizing findings, and developing opinion statements concerning all three areas. Class discussion and participation is essential to student success in this course. (Prerequisite: KHS110)

The study of the interaction of humans with food. Nutritional concepts; current consumer issues in nutrition; nutritional needs through the life cycle; international nutritional concerns and issues are studied. (Prerequisite: KHS 110)

This course will cover the role of sport on the lives of young people in society. Students will be engaged in learning what was and what currently is youth sports today. Topics also covered include youth development, gender, class inequities, and inter-group relations.

This course focuses on the diversity of women while reviewing dimensions of their general health. A history of women's health will be studied along with factors that have influenced the health care of women.

Pharmacological and etiological foundations, schedules, classifications, theoretical approaches to dependency, addiction and tolerance together with intervention and prevention strategies are studied. This course is designed to provide students with applicable knowledge and role playing experience in the area of drug use and abuse. Students will develop a broad based knowledge of the various types of drugs and how they are being used today medically and on the street. The students will also be asked to participate in discussions designed to raise their awareness of drug use/abuse and assist them in developing the skills and habits necessary to refrain from the negative impacts of use/abuse. (Prerequisite: KHS110)

This is a survey course designed to enable students to understand the biological, physiological, psychological, social, and cultural aspects of sexuality and human sexual behavior. Students will approach much of the material from a variety of different learning strategies including, research, games, small and large groups discussions, guest speakers, group activities, small assignments/worksheets, etc. (Prerequisite: KHS 110)

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KHS 330 Elementary Methods Block I
This course is designed to give students the basic principles of effective instruction at the elementary school level. This course will address curriculum content, philosophy development, objective writing and annual/unit/daily lesson planning teaching skills, methods, class organization, progression of skills, and evaluation as it relates to creating an effective physical education program that promotes lifelong physical activity.

KHS 335 Middle School/Secondary Methods Block II
This course is designed to give students the basic principles of effective instruction at the middle/secondary school level. This course will address curriculum content, philosophy development, objective writing and annual/unit/daily lesson planning, teaching skills, methods, class organization, progression of skills, and evaluation as it relates to creating an effective physical education program that promotes lifelong physical activity. Testing and measurement are covered in greater detail during this course. (Prerequisite KHS 330)

KHS 375 Sociology of Sport and Exercise
This course is designed to provide the student with a working knowledge about a number of topics regarding the sociological aspects of sport and physical activity. This course engages the students on the impact of sport and exercise in our lives and to make them aware of the social processes which either influence the institution of sport or are influenced by the institution of sport. Concepts covered will include: sport and exercise within and among societies and nations, social organizations, economics, education, the family unit, governments, religions, social differentiation (e.g., status, ethnicity, gender, age, careers, ethical), and social problems (e.g., honesty and violence).

KHS 390 Sport Management
Sport Management theories and practices will be examined using a multi-disciplinary approach. Topic areas to be examined include: organization and management, marketing and promotion, special event management, facility management and design, management forecasting, and career opportunities.

KHS 391 Law & Sport
This course is an overview of legal aspects relevant to managers in the sport and recreation environment. Areas of study include tort law, contract law, constitutional law, legislation and administrative law related to the operation and administration of sport, recreation and athletic programs. Risk management strategies and sport management applications of legal issues are also addressed.

KHS 392 Finance, Marketing, Fundraising in Sports
Sport is a multi-billion dollar industry and is evolving. Marketing, finance, and fundraising are becoming more vital to the sport manager. Students learn the financial knowledge and skills to be successful sport managers and how to formulate fundraising plans.

KHS 393 Planning and Managing Sport Facilities
This course helps students understand how to plan, design, and maintain sport facilities. In addition, event management and programming will be examined within the context of stadium and arena management.

KHS 400 Health Psychology
KHS400 Health Psychology is designed to help students learn those skills necessary in forging a bridge between the client-learner's thoughts, feelings and actions by integrating thought and behavior into one synergistic approach to the delivery of health education that can accommodate the whole person. Cognitive techniques, such as lecture discussion, readings, presentations, collection of data, and specific planning combined with the behavioral components of emotion and action will help in bringing about this synergistic process. (Prerequisites: ED 336, KHS 115)

KHS 401 Kinesiology Teaching/Research Assistant
This assistantship is an on-campus experience teaching/research working under a faculty/staff member who has expertise in the area of interest to the student.

KHS 410 Health Methods and Strategies
Health Methods and Strategies is designed to help learners identify and practice effective methods of facilitating K-12 health education. Observations of teaching of health lessons in elementary, middle school and secondary school settings are included in the requirements. Learners will explore and assess various educational resources from medical, insurance, health agency, business and private organizations that effectively could be used with K-12 learners. This will include development of a professional telecommunications resource database. Learners will learn strategies for effectively using and evaluating telecommunications and interactive multimedia for K-12 health education. (Prerequisites: ED 336, ED 470)

KHS 415 Biblical Christianity for Thoughtful People
Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated throughout different eras of history. Students learn how Christianity has shaped elements of management, how Biblical principles can shape individuals for strong leadership, and how to better understand Christians in the workplace within a Judeo-Christian culture.

KHS 420 Program Administration
Organization of health science education and physical education programs in schools, work sites, medical care settings, community, private and public settings is studied together with needs assessment and evaluation strategies. Emphases on management, assessment, planning of health promotion enhance such study. This course is designed to give students a broad based exposure to the many organizational and administrative duties that accompany Physical Education, Sport, and various Health Program Management. We will start by looking to understand the characteristics of an effective leader and the ability to tap into those characteristics with the people one works with. (Prerequisites KHS 400, ED 470)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>KHS 435</td>
<td>Sport Psychology</td>
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<td>KHS 436</td>
<td>Motor Development, Control and Motor Learning</td>
<td>4</td>
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<td>KHS 438</td>
<td>Philosophy of Values and Ethics</td>
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<td>KHS 439</td>
<td>Physical Dimensions of Aging</td>
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<td>KHS 445</td>
<td>Ethics and Decision Making in Health Care Environments</td>
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<td>KHS 470</td>
<td>Health Education for Teachers</td>
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<td>KHS 472</td>
<td>Athletic Training, Injury Prevention, and Safety</td>
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<td>Biomechanics</td>
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<td>KHS 474</td>
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<td>KHS 475</td>
<td>Applied Exercise Prescription</td>
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<td>KHS 479</td>
<td>Coaching Pedagogy</td>
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<td>KHS 481</td>
<td>Adaptives</td>
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Psychology of sport and its applications for performance enhancement are examined. Special attention is given to theory and techniques for developing and refining psychological skills to enhance performance and personal growth. Content examines personality traits, anxiety, aggression vs. assertion, motivation, and other individual and group variables. (Prerequisite: PSY 101)

This course examines the growth and development patterns of the child from infant, adolescence, adulthood, and through late adulthood. The purpose of the course is to enhance student insight into the fundamental role that the motor system plays in the human condition. There are four broad topic areas: 1) nature and mechanisms of the expression and control of motor behavior; 2) concepts, principles and measurement of motor learning; 3) factors that influence skill and proficiency in motor performance; and 4) practical approaches to studying and learning motor skills. Content will follow motor control through motor development across the life span with special emphasis on early childhood development and late adulthood. (Prerequisite: KHS 110)

This class will look at processes and strategies for dealing with ethical dilemmas and situations. Students will work on case studies and look at their own roots in developing their ethical positions. Students will wrap up the program and this class with their own statement of ethical beliefs.

This course is designed to provide students interested in the gerontology population the knowledge base of physical aging. Physical aging is central to most daily activities and permeates through all aspects of life. Throughout this class, students will study the biomechanical, physiological, and motor effects associated with aging. Students will understand that when society encourages older individuals to stop being active, professions should be encouraging activity, while understanding their physical abilities.

This is a foundational course in ethics for individuals pursuing vocation of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical healthcare decisions will be evaluated. The roles and responsibilities of healthcare professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.

This course examines the growth and development patterns of the child from infant, adolescence, adulthood, and through late adulthood. The purpose of the course is to give theory and techniques for developing and refining psychological skills to enhance performance and personal growth. Representative experiences include lecture, discussion, group exercises, class teaching, and written projects. (Prerequisite: KHS 110)

This course integrates important principles and theories in exercise physiology, kinesiology, nutrition, psychology, and measurement, and then applies them to physical fitness testing and individualized exercise program design for team and individual athletes. Students will learn how to select physical fitness tests, conduct physiological assessments, and design individualized exercise programs and prescriptions. (Prerequisite: KHS 473 Kinesiology and KHS 474 Exercise Physiology)

This course offers some realistic guidelines and principles that should enable the coach to conduct his/her coaching program successfully. Course content explains the principles of coaching through discussion of the techniques that encompass the philosophical, psychological, and moral issues involved in the administration of athletic programs. (Prerequisite: KHS 110)

Students study disorders, which limit student participation in physical education and the adapted development approach to a physical education program. Students will describe past and present legislation that has influenced programs for those with special needs, compare and contrast the major theories and models about movement activities, describe the abilities and limitations of the various degrees of visual, hearing impairment, learning disabled, emotional/behavioral disturbances, mentally disabled, speech and language impairments, awkwardness, brain injured and cerebral palsy, epilepsy and convulsive disorders, muscular dystrophy and other muscular disorders, orthopedic impairments, arthritis, heart
Students will also analyze the latest research in adaptive methodology and specific conditions, which require adaptive assistance in the physical education setting. (Prerequisite: KHS 473)

KHS 482 Advanced Athletic Training
This course is geared for the athletic training student pursuing NATA certification or students further interest in knowledge of injury prevention and management. Advanced knowledge and techniques of athletic assessment, treatment/rehabilitation, administration of an athletic training programs and sports medicine experience outside of the classroom will be stressed. (Prerequisite: KHS472)

KHS 490 Senior Professional Seminar
This capstone course prepares students to chart different paths following graduation with a degree in Kinesiology or physical education: (a) entering the work force in the field of Kinesiology at a bachelor’s degree level, (b) enter the work force in the field of teacher education at a bachelor’s degree level, or (c) enter a graduate school. In this course student will develop a resume, request letters of recommendation, complete a professional portfolio, and identify job-searching strategies. (Prerequisite: senior status)

KHS 498 Community Health Science Internship
This internship places students directly in a setting where students learn to apply entry-level competencies. The student and advisor collaborate with the on-site supervisor in selecting an appropriate internship site that meets the need of the student, the needs of the internship site and the program needs. (Prerequisites: senior status and advisor approval)

KHS 499 Kinesiology Internship

KHS 500 Foundations of Sports Management
Today the need for sport management professionals is increasing in areas of business, marketing, sales and managing. This course will examine the expanding field of Sport Management. Areas of emphasize include; exploring job specific skills pertaining to sport marketing and sales, facility management, event planning, sport agents and recruiting services, intercollegiate athletics, professional sport, public relations.

KHS 505 Organizational Leadership and Development
This course is a scholarly consideration of the concepts, principles and analytical tools for effective administration in sport management. Students will examine how leaders develop themselves and others in a dynamic, changing environment. The course will also examine the topics of communication and conflict management as they relate to successful organizational outcomes

KHS 510 Human Resource Management
Discusses critical aspects of human resource management as it relates to sport organizations. An overview is given of major functions and concepts regarding the management and administration of human resources in the organization including: recruitment, development, motivation, compensation, benefits administration, employee relations, and human resource information systems

KHS 515 Management and Leadership
Different theories of leadership and management styles are introduced and what their impact is on organizational structure, productivity, and decision making. Students will examine their individual management and leadership styles as they relate to sport management administration. This course will analyze how leadership is not only different from management but also more effective in today's workplace.

KHS 520 Managerial Finance
The practical aspects of the strategic and operational roles of accounting and finance are explored, including applications of strategic planning, budgeting, financial performance, and fiscal ethics and responsibility in a sport management setting.

KHS 525 Managing and Planning Sport Facilities
This course takes a multi-disciplinary approach to the theories and practices of facility design, construction, and operations. The course will examine a wide variety of both indoor and outdoor sports facilities including stadiums, gymnasiums, golf courses, fitness centers, and athletic fields. Students will also examine event management and programming within the context of stadium and arena management.

KHS 530 Research Design Methods
This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative research methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced.

KHS 535 Sports Marketing
This course will examine the application of marketing principles in the sport industry. Elements of corporate partnerships related to sport marketing will also be explored along with business strategies of sponsorships, branding, promotions, and event marketing.

KHS 540 Legal Aspects of Sports
Legal Aspects of Sports is an overview of legal aspects that will be relevant to sport managers in areas of recreation, athletics, facilities, and business. The course will examine risk management strategies along with law related to operation and administration of sport-related programs. Students will explore case studies relating to the legal aspects of sports.

KHS 545 Ethics and Policy in Sport Management
This course explores the topics of ethics and policy for administrators in a sport management setting. Students will critically analyze ethical concepts which influence the development of sport policies. The course will further examine the relevance of ethical considerations in policy development and compliance. Students will use contemporary case studies to examine ethical dilemmas relating to policy enforcement.

KHS 560 Internship
Students will complete an internship or a capstone project to complete the requirements for the Master of Arts in Sport Management program.
The student will choose which program to complete depending on student interest. They will work with the university to complete course requirements.

<table>
<thead>
<tr>
<th>KHS</th>
<th>565</th>
<th>Capstone</th>
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Students will complete an internship or a capstone project to complete the requirements for the Master of Arts in Sport Management program. The student will choose which program to complete depending on student interest. They will work with the university to complete course requirements.

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<tr>
<th>KHS</th>
<th>700</th>
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<tr>
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<tr>
<td>KHS</td>
<td>710</td>
<td>Football-Intercollegiate</td>
<td>1</td>
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<td>KHS</td>
<td>715</td>
<td>Volleyball-Intercollegiate</td>
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<td>KHS</td>
<td>720</td>
<td>Basketball-Intercollegiate Men</td>
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<tr>
<td>KHS</td>
<td>725</td>
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<tr>
<td>KHS</td>
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<td>Baseball-Intercollegiate</td>
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<td>KHS</td>
<td>790</td>
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<tr>
<td>LAW</td>
<td>401</td>
<td>Legal Environment of Business</td>
<td>4</td>
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This course examines the administrative and common law regulation of business. Constitutional Law, Title VII and product liability are covered. Students also examine contract law and the Uniform Commercial Code provisions on sales and secured transactions. (Prerequisite: senior standing)

| LAW  | 411 | Federal Income Tax | 4 |

This course studies the application of the law of federal income tax to individuals. Both procedural and substantive tax laws are examined. The policy behind the applicable code provisions is explored. Students extensively research a variety of tax problems. (Prerequisite: ACC 202)

| LDR  | 205 | Motivational Management | 3 |

Students will use personalized PIAV (Personal Interests, Attitudes, & Motivators) reports to learn "why" we make the decisions we make, why conflicts happen, and perhaps most importantly come to realize why diverse people view the world so differently. The overall focus is on understanding which attitudes drive your life, actions, and decisions. Students will also examine how rewards and recognition can be most effectively used when an individual’s motivators are taken into account. It's recommended, but not required, for students to take Behavioral Profiles in Leadership first.

| LDR  | 210 | Behavior Profiles in Leadership | 3 |

This class discusses the language of personal style - how people do what they do. The DISC report "a personality profile" is the core piece of this class as participants learn more about their own behaviors and then the how to adapt to others piece. Students will be introduced to the different styles of communication and be able to apply the concepts to their individual situations.

| LDR  | 220 | Leadership Process | 3 |

Leadership is often incorrectly interpreted as a position within an organization. This course provides a tremendous source of theoretical concepts and examples to improve leadership behaviors.

| LDR  | 230 | Synergistic Leadership | 2 |
Leadership begins with understanding the behavior and motivations of others. To do so, one must go beyond the surface advice of popular business books and review the psychology of individual behavior. This course, examines the writings of Abraham Maslow and the way in which successful leaders have utilized his concepts to create a workplace where the individual and the organization can strive for their best performance.

LDR 240 Building Emotional Intelligence

Why are those with the highest IQs not necessarily the most successful in their personal and business lives? The latest research into factors that distinguish successful individuals tends to show that “EQ” or Emotional Intelligence is the more significant factor. This applies both to personal success and to bottom-line company performance of companies whose leaders have high “EQ.” This is something we recognize intuitively—the people we like to work with are those who both understand and effectively manage their emotions and are able to discern the emotions of others in order to develop the most rewarding relationships.

LDR 260 Introduction to Personal Coaching

This course explores personal life coaching while discussing the distinctions between coaching, mentoring, and counseling. An introduction to coaching concepts and skills is discussed while exploring the many coaching “niche.” Students apply coaching concepts to personal and organizational situations.

LDR 270 High Performance Coaching

As a manager, your most important job is to develop the people under you. You must help them develop skills, build emotional intelligence, overcome personal blocks, and navigate organizational landmines. You are the coach that can ensure their success. In this workshop, participants learn effective tools for coaching, techniques on how to give effective feedback, and how to avoid pitfalls in coaching.

LDR 280 The Servant Leader as a Leadership Style

This class discusses the leadership styles formulated by Robert Greenleaf, called Servant Leadership. It discusses an organizational overview of the servant leadership as applied to organizations and the basic values and attributes of servant leadership.

LDR 307 Leadership Ethics

Is it possible to lead without ethics? Is there a lesson to be learned from the Enrons and World Coms we have heard so much about? This course focuses on leadership ethics—what, how, and why. Learn about and test your own ethical values—apply your ethics to current cases from the business world. Learn the impact of ethical leaderships on others, and the cost of unethical leadership. Learn to let your ethics be your rudder in life.

LDR 313 Supervisory Leadership Tools

Every leader can benefit from improved supervisory skills. This course focuses on some of the basic skills necessary to be an effective manager or supervisor. Effective communication will be applied to the topics of facilitating teams, delegation, and how to coach employees at different performance levels. Students will apply these concepts to personal and organizational situations.

LECE 340 Fundamentals of Criminal Investigation

This is a course on criminal investigation. The student will learn how a criminal thinks. The student will learn how to systematically investigate a crime, and what solves cases. Students will also learn how to develop a psychological profile based on “reading” the crime scene. The student will earn how to investigate the crimes of homicide, serial murder, robbery, terrorism, sex crimes, and gangs.

LIT 150 Humor and War in Literature: Slaughterhouse-Five

Kurt Vonnegut, who died in April 2007, was a prisoner of war in WWII; he survived the infamous firebombing of Dresden, in which more than 100,000 civilians were killed by Allied troops. Slaughterhouse-Five, a classic in American and anti-war literature, was inspired by that experience. Far from being a strict factual recounting of this event, this novel exhibits great amounts of humor, as well as time travel and little green aliens. We will explore this strange and darkly funny book by examining themes, characters, style, imagery, and its unique structure. Students will read the novel prior to class.

LIT 250 Readings in Contemporary Fiction:

Students will discuss the themes, style, character, symbolism and images in contemporary novels.

LIT 255 Flash Fiction: Reading, Writing and Publishing Sudden Fiction

Flash Fiction has many names: Sudden Fiction, Flash Fiction, The Short-Short, The Prose Poem and Micro Fiction. While there is no agreed upon definition of what constitutes a work of Flash Fiction, everyone agrees that it’s short. Sometimes they are as long as 1000 words, and sometimes they are much smaller. Ernest Hemmingway wrote one that was only 6 words long (For sale: Baby shoes, never worn). In this course, we will read, write and learn how to publish Flash Fiction.

LIT 256 Comedy Writing

Comedy Writing is difficult. Many think that funny people can automatically write funny. This is not true. Just like every other artistic medium, comedy writing is a craft. Students will learn how to apply this craft to various mediums.

LIT 257 Reading and Writing the Narrative Poem

The narrative poem is the oldest form of poetry. This, though, doesn’t mean it’s stuffy. Contemporary narrative poetry is hip and edgy. This course will examine contemporary narrative poetry. Students will also learn how to write the narrative poem.

LIT 260 Literary Adaptations: (Selections Vary)

This course will examine the literary transformations of books to stage and film.

LIT 300 Understanding Plagiarism

This class will help you to avoid plagiarism in an academic context, while also discussing grey areas of plagiarism, including sampling in hip hop and avant garde writing and standards in different academic and professional fields. You will have fun writing and plagiarizing while also
This course is based on Victor Frankl's premise that the only thing that cannot be taken away from any of us is our life purpose and that having a
LSC 111 Basics of Golf I
This course is a one-day, hands-on workshop that will introduce beginning golfers to the rules and etiquette of golf. Participants will receive
instruction in the fundamentals of chipping and putting—key elements to successful golf. Time will also be set aside for instruction in other golf
fundamentals. Students will need to provide their own golf equipment. Instruction will be at a local golf facility.
LSC 112 Basics of Golf II
This course provides a one-day, hands-on workshop of continued instruction to help students perfect basic skills and better their golf game.
Students will need to provide their own golf equipment. Instruction will be at a local golf facility.
LSC 116 Women's Awareness Life Skills and Self-Defense Education
This is an entry level course that is appropriate for any woman that wishes to learn how to be aware and understand how to better protect herself
in everyday life. The course goal is to prepare women to avoid/deal with a wide range of attacks that could happen to anyone. Concepts learned
will include: awareness education, mindset development, and techniques for physical defense.
LSC 117 Nutrition and Wellness: The Impact of Everyday Foods and Vitamins on our Health
Learn natural ways to help cope with stressors. What foods and nutritionals will help calm the brain and increase memory retention. We will
discuss the typical ‘American Diet’, expose hidden dangers and provide healthier alternatives.
LSC 118 Nutritional Wellness: How to Manage Stress and Maintain Health
Learn natural ways to help cope with stressors. What foods and nutritionals will help calm the brain and increase memory retention. We will
discuss the typical ‘American Diet’, expose hidden dangers and provide healthier alternatives.
LSC 127 The Hiring Process
This course will focus on identifying the key elements/attributes that employers are seeking during their interview process. During this highly
interactive program, you will have the opportunity to learn how to better prepare yourself for interviews; how to distinguish yourself from the
competition; what to include in your resume; and how to most effectively follow-up after the interview. Emphasis will be placed on defining your
“ideal” job criteria, researching potential companies that meet these criteria.
LSC 131 Introduction to Ceramics
Students will be introduced to basic hand building techniques in forming clay objects. As well, students will learn to Design a tile, hand-carve a
plaster tile press-mold, and produce multiple tiles from their mold. Students will be introduced to basic underglazing and glazing and will
produce finished ceramic work, including tiles. 12 hours (minimum) will be required outside of class to complete assigned projects. Weekday
afternoon/evening clay studio access for required individual projects. $20 studio fee (includes firings, materials). All tools/equipment supplied by
Concordia Ceramics.
LSC 141 History of Rock and Roll: Inception to 1970
This course takes up the history of Rock from the beginning and will examine its history from its clear pre-origins in the 19th Century, through
the first great maturation of Rock music around 1970; the era in which this music transformed from an artifact of youth culture into an art form,
and beyond.
LSC 142 History of Rock and Roll: 1970 to Present
This course takes up the history of Rock toward the end of what most historians consider its Golden Age. From the emergence of “progressive”
Rock in the early '70s, we will trace the course of Rock and related styles to the present day, considering “arena” Rock, punk, new wave, heavy
metal, rap, grunge, and a range of “alternative” styles.
LSC 146 Creative Leadership: A Look at Leadership in Comic Books
The course is intended to show the relationship between effective leadership qualities and comparing it to characteristics of leaders in comic
books. Part of being an effective leader is how to be creative. The course focuses on how to see peoples’ skill.
LSC 147 Fundamentals of Public Relations
Public relations is an effective marketing tactic for any organization. In this course you will learn the basics about public relations and how to
design a public relations program. Content in this course includes identifying audiences, creating key messages, developing a media contact list,
writing press releases, using wire services and more.
LSC 148 Business Etiquette
Business etiquette can play a large role in career success. This course will cover basics of networking and etiquette that will help you feel more
comfortable in social and work situations. Content in this course includes networking guidelines, written communications, oral communications,
manners, meals and more. This class also includes a luncheon event on campus where you can practice your new-found skills.
LSC 158 Politics and Social Justice: The Role of Documentaries in Awareness and Change
Documentary films are powerful social tools which often reflect both the current state of affairs in a country as well as struggles for change in the
future. In this course, we will look at the history of documentary and how this medium addresses various social justice issues, both from the past
as well as the present, and how documentaries capture political tides of resistance and change.
LSC 159 The Inner Review
This course is based on Victor Frankl's premise that the only thing that cannot be taken away from any of us is our life purpose and that having a
purpose is essential to living. Coursework includes: clarifying basic beliefs, defining priorities; and a study and understanding of how we make
decisions.
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<tr>
<th>Course Code</th>
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<tr>
<td>LSC 203</td>
<td>Constructing Life Experience Essays</td>
<td>3</td>
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<td>LSC 241</td>
<td>Families in Film</td>
<td>2</td>
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<td>LSC 244</td>
<td>Preschool Fitness</td>
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<tr>
<td>LSC 256</td>
<td>American Movies: Comedy Genre</td>
<td>2</td>
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<tr>
<td>LSC 267</td>
<td>Peer Group Facilitation Training</td>
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<tr>
<td>LSC 268</td>
<td>Exploring World/Global Studies</td>
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<tr>
<td>LSC 273</td>
<td>Leveraging and Maximizing Strengths in the Workplace</td>
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<td>LSC 274</td>
<td>Effective Strategies for Communication Success</td>
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<td>LSC 275</td>
<td>Strategic Problem Solving in the Workplace</td>
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<td>LSC 276</td>
<td>Life and Death in Pompeii</td>
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<td>LSC 277</td>
<td>Reflection and Synthesis</td>
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This course teaches students how to construct Life Experience Essays, essays that demonstrate significant real-life learning at a college-equivalent level and may earn college course credit. This course emphasizes understanding and use of the Kolb Model of Experiential Learning. Students will complete guided practice activities utilizing each of the four stages of the Kolb Model. Students will also learn how to identify significant learning experiences, categorize their life experience within general college course areas, and evaluate their learning for credit. Upon successful completion of this course, students will possess the necessary skills to write and submit Life Experience Essays for credit evaluation.

This course explores concepts of family and family dynamics in film. By using examples from modern day cinema, family issues including chemical dependency, grief and loss, end of life issues, multicultural families, and blended families will be examined in depth. Learning will be based on family theoretical frameworks including family systems theory, family development theory, feminist theory and social constructionism with a focus on multicultural families. Concepts such as boundaries, rules, triangulation, communication styles, conflict, family secrets, and gender roles will be addressed. The myths and realities of family, as portrayed on the silver screen, will be explored through example and discussion. In addition, the notion of film as a reflection of society will be discussed in terms of the social construction of family and the role of the media in this construction. As a final project, students will have the opportunity to do their own analysis of family dynamics in a film of their choice.

This course provides an introduction to a special type of Hollywood romantic screwball comedies in which opposites attract and at least one of the lovers is an unconventional or eccentric person. During two class sessions, students will watch two movies. Discussions and supplemental reading will help students understand how these books and movies are related to their historical periods and to other cinematic genres.

In this course students learn the skills, techniques, and attitudes that will enable them to facilitate, and/or support information groups, teams, or work groups. Students also learn effective techniques for delivering information, facilitating problem solving, and decision-making.

This course on global study provides participants the opportunity to explore different countries while experiencing various aspects of the culture, history, architecture, literature and the traditions of the regions visited. Travelers will prepare with a cultural reading prior to departing, in addition to on-going instruction during the tour. Additional assignments will be completed after returning from the trip.

The nations highly-diversified workforce is requiring leaders to fully leverage all relevant talents in each individual within the organization. Students will identify strengths and learn how to maximize unique qualities and abilities in the workplace. Discover the drive and dedication to engage the diverse qualities and abilities of others which helps to create the optimal work environment. This highly interactive course will provide effective tools and theory on how to leverage one's own contributions and strengths in the workplace as well as those of others.

Professionals bringing the most success to their function and to their organization will possess a broad and rich skill set. Nothing is more important to organizations than having professionals who understand how to handle relationship needs. Students will gain insight on how to manage relationships through effective communication tactics. Identify your preferred thinking style and discover effective strategies that enhance relationships, communication effectiveness and team collaboration. This highly interactive course utilizes a powerful tool and theory for diagnosing, planning, and enhancing communication with people in the workplace. Explore effective communication strategies that help strengthen relationships across teams and departments.

When brainstorming on how to approach problems do you always gravitate towards one approach? Improve problem solving effectiveness by identifying those approaches that come naturally and learn how to strategically approach problems from new perspectives. This highly interactive course utilizes a powerful tool and theory for diagnosing, planning, and enhancing problem solving in the workplace.

Students will discover ancient Pompeii through readings and visual examples at the Science Museum exhibit. Students will research modern Pompeii and compare and contrast life styles then and now focusing on attitudes and behaviors and influences.

This course is designed for students to reflect upon what they have learned while completing their Associate of Arts degree. Students will...
examine how their personal strengths, personal limitations, academic goals, and career goals will integrate as they leave the program and begin new endeavors - academic or otherwise. (this course replaces Portfolio and Synthesis)

LSC 280 The Business of Art 2
Commercial or fine arts, if art is your career you need this course. Through readings, discussion, and chats with guest speakers this course will cover: legal and tax considerations, galleries and dealers, contract and commissions, business plans and everyday finances. Recommended for Graphic Arts majors.

MAN 101 Introduction to Business 4
This is a survey course intended to give students an overview of accounting, economics, finance, management and marketing.

MAN 201 Business Analytics 4
In this course students will learn to use various tools to analyze data and make predictions. These tools include probability analysis, hypothesis testing, regression analysis, linear programming and tools for financial analysis.

MAN 301 Organizational Behavior 4
This course will examine the basic principles of management including planning, organizing, integrating, leading, decision-making, and evaluating performance. Using theories contributed from the behavioral sciences students will examine the behavior of individuals, groups and organizations. Students will learn to analyze problems and develop strategies to deal with organizational growth and change.

MAN 302 Operations and Quality Management 4
This course will discuss the theoretical and practical foundations for operations management. The course will focus on the production process (including service), quality, and supply chain management. The production process includes the management of equipment and machinery, facilities, materials management, inventory control, scheduling, and lean operations. Quality includes quality control and quality management including Six Sigma. Supply chain management includes purchasing, vendor relations, and logistics. The concepts of project management are also reviewed. (Prerequisites: MAN 301, ECO 201)

MAN 310 Managing Teams, Communications and Projects 4
This cross functional course covers forms of business communication including business letters, reports, proposals, resumes and the employment process. Emphasis is on business writing and speaking that is strong, clear, concise and grammatically correct. Project management techniques that will enhance success in leading and completing projects are also covered. Topics include creating a project charter and plan, working as a project team, executing the project and closing out the project. Students will apply project management knowledge, tools and techniques to an actual class project.

MAN 350 Managing in a Global Economy 4
This cross functional course will build on marketing principles and apply them to real world opportunities using market measurement, competitive analysis, managing distribution, product positioning, ethics and decision-making, forecasting, budgeting, performance evaluation and maintaining control. Students also examine relevant theories, concepts, and practices related to the flow of goods and services in and between organizations from the point of view of the total distribution system. Students will learn to create and integrate marketing and logistics strategy.

MAN 401 Business Strategy and Ethics 4
This course introduces the critical business skills of planning and managing strategic activities. Case studies are emphasized. Students learn an executive-level perspective on strategy formulation and implementation. Students also explore the divergent viewpoints one might hold in analyzing the ethical issues likely to confront business practitioners. This course is the capstone course in the Business Program. Therefore, students should take this course only during the last semester of their program. (Prerequisites: ACC 202, ECO 102, FIN 301, MAN 302, MAR 301, and senior standing)

MAN 410 Managing Talent, Change and Negotiations 4
The role of the human resource management function in organizations will be studied in this cross functional course. The changing nature of work and demographic shifts will be of particular emphasis. The course also will focus on increasing the understanding of the negotiating process and on increasing the skill level for negotiating by focusing on preparation, interest identification, strategies and tactics, listening skills, collaborative negotiations, competitive negotiations, and options outside of negotiation. Emphasis will be given to win/win collaborative negotiations and preserving relationships using principled dispute resolution strategies.

MAN 435 Applied Ethics 4
Students examine the issues of accountability in government and business regarding human rights and ethics through readings, classroom discussion and debates. Exploring both ethical theory and personal values, students develop a system for making ethical decisions on their personal, public and work lives.

MAN 450 Managing Finances and Business Strategy 4
This cross functional course will build on concepts covered in accounting and finance courses with a focus on strategic organizational leadership. Budgeting, resource allocation, and long term investment in human resources will be studied utilizing real world applications for both small and large organizational leadership situations.

MAN 460 Managing Teams, Communication and Projects 4
This cross functional course covers forms of business communication including business letters, reports, proposals, resumes and the employment process. Emphasis is on business writing and speaking that is strong, clear, concise and grammatically correct. Project management techniques that will enhance success in leading and completing projects are also covered. Topics include creating a project charter and plan, working as a project team, executing the project and closing out the project. Students will apply project management knowledge, tools and techniques to an actual class project.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAR 301</td>
<td>Principles of Marketing</td>
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<td>This course provides an introduction to the study of marketing in business and other organizations. Topics that will be addressed in this course include the marketing environment, marketing ethics, information gathering, product development, pricing strategies, distribution strategies, the promotional mix, decision making, nonprofit marketing, social marketing and international marketing. (Prerequisite: junior standing)</td>
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<tr>
<td>MAR 311</td>
<td>E-Marketing and Entrepreneurship</td>
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<td>This course will explore small business management and entrepreneurship.</td>
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<tr>
<td>MAR 312</td>
<td>Consumer Behavior and Marketing Communications</td>
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<td>This course addresses the theoretical background for understanding consumer behavior. This course will examine the interaction between the environment, consumer’s affect and cognition and a consumer’s ultimate behavior. Various theories and perspectives on consumer motivation, attitude formation, information processing and decision-making will be discussed throughout this course. (Prerequisite: MAR301)</td>
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<tr>
<td>MAR 313</td>
<td>Advertising and Promotions</td>
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<td>This course is designed to provide students with a basic understanding of integrated marketing communications through advertising, promotions, personal selling, public relations and internet marketing. Ethical issues related to these topics will be examined and trends in consumer and business-to-business buyer behaviors will be explored. (Prerequisite: MAR 301)</td>
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<tr>
<td>MAR 413</td>
<td>Marketing Research</td>
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<td>This course will teach some of the fundamental tools needed to analyze the behavior and attitudes of all types of consumers. Students will acquire an overview of scientific methods and the research process. Skills learned will include learning how to identify problems, formulate problem definitions, define research objectives, choose and develop the research design, analyze data, and write up and present a report. Students will be taught several research techniques including survey, observation, focus groups, in-depth interviews, projective techniques, experimentation, and secondary data analysis. (Prerequisites: ECO 201, MAR 301, MAR 312, MAT 102)</td>
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<tr>
<td>MAR 414</td>
<td>Marketing Strategy</td>
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<td>This is the senior marketing capstone course. In the class we will discuss how marketing strategy, tactics, theory and practice are integrated. Students will learn to apply strategic thinking through case analysis and through class facilitation and frequent participation.</td>
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<td>MAR 470</td>
<td>Social Media Marketing</td>
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<td>In this course, students will explore the latest tools and trends in social media applied to marketing, advertising, and communication. Using case studies from large corporations, small businesses, and non-profits, students will examine current examples and future opportunities of how marketing professionals use social networks, user-generated content, and blogs for shaping marketing activities.</td>
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<tr>
<td>MAR 471</td>
<td>Global Marketing</td>
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<td>This course examines the complexities of international marketing. The scope and nature of international and global marketing operations are introduced. The influence of culture on global marketing is explored. The traditional elements of marketing, including price, product, promotion, distribution, and service are examined in the context of international markets. Students are asked to analyze what it takes to introduce a product into a foreign market.</td>
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<tr>
<td>MAR 498</td>
<td>Marketing Internship</td>
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<td>MAT 095</td>
<td>Mathematics Workshop</td>
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<td>The goal of this course is to strengthen basic math skills in preparation for future math courses. The course begins by reviewing operations with signed numbers, fractions, decimals, and radicals. The course builds to simplifying algebraic expressions and solving and graphing linear equations.</td>
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<tr>
<td>MAT 100</td>
<td>Intermediate Algebra</td>
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<td>This course is provided for those students whose preparation in mathematics indicates a need for further preparation prior to completing general education mathematics requirement. Topics include properties of real numbers, algebraic vocabulary, linear equations and inequalities, graphing linear systems, exponents and polynomials, factoring, and rational expressions.</td>
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<tr>
<td>MAT 101</td>
<td>Contemporary Mathematics</td>
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<td>This course was designed to give the liberal arts student an experience in contemporary mathematics with emphasis on its connection to society. The concepts include management science, statistics, apportionment, decision-making, consumer mathematics and geometric shapes and symmetries.</td>
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<tr>
<td>MAT 110</td>
<td>Introduction to Probability and Statistics</td>
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<td>This course will explore fundamental topics from probability and descriptive and inferential statistics and apply these to a range of areas of study including business, social science, and biology. Topics include probability and counting rules, probability distributions, hypothesis testing, correlation, regression, chi-square, and analysis-of-variance.</td>
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<tr>
<td>MAT 111</td>
<td>Principles of Contemporary Mathematics</td>
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<td></td>
<td>This course is designed to give the liberal arts student an experience in contemporary mathematics, with emphasis on its connection to society. The concepts include management science, statistics, coding, social choice and decision-making, and geometric shapes and symmetries.</td>
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2012-2013 Academic Catalog

Concordia University, St. Paul, Minnesota
MAT 125  Precalculus
This course emphasizes functions and their applications. We start by investigating graphs and solutions of the algebraic functions including polynomial, rational, and root functions. We continue our exploration with the transcendental including exponential, logarithmic, and trigonometric functions. Additional topics include vectors, polar coordinates, and conic sections. The course is a good preparation for Calculus and for those students who will encounter functions in their course of study. (Prerequisite: two years of high school algebra or equivalent)

MAT 135  Calculus I
This course explores the concepts of limit and continuity, investigates techniques of differentiation and its applications, introduces integration, and provides the framework for the Fundamental Theorem. (Prerequisite: MAT 125 or equivalent)

MAT 145  Calculus II
This course is a continuation of MAT 135. We explore techniques of integration, introduce differential equations, and apply them to problem situations. Other topics include parametric equations, polar equations, conic sections, sequences, and series. Students will be introduced to a computer algebra system. (Prerequisite: MAT 135 or equivalent)

MAT 150  Practical Application of Mathematics
Practical applications are the focus in this “real life” math class. Examples of topics covered include calculating retirement income, budgeting, and determining interest on loans, the real cost of consumer debt, and everyday use of statistics.

MAT 200  Foundations of Elementary Mathematics
This course includes a study of the development, conceptual framework and applications of arithmetic. Elementary concepts in probability, statistics and geometry are also included.

MAT 220  Discrete Mathematics
Topics covered in this course include induction proofs, relations, algorithms, counting methods, and graph theory. (Prerequisite: MAT 125 or equivalent)

MAT 230  Probability and Statistics
This is an introductory probability and statistics course designed primarily for math and science students with a Calculus background. Topics covered include descriptive statistics, probability and probability distributions, estimation, hypothesis testing, correlation and regression, and analysis of variance. (Prerequisite: MAT 135)

MAT 255  Calculus III
This course is a continuation of MAT 145. Topics covered include a review of sequences and series, analytic geometry in three-dimensional space, vector calculus, partial differentiation, multiple integration, the Fundamental Theorems, and the related applications. (Prerequisite: MAT 145)

MAT 305  Foundations of Geometry
This course provides a systematic survey of Euclidean, hyperbolic, transformation, fractal, and projective geometries. Through the use of technology, the students are better enabled to construct, analyze, and prove. (Prerequisite: MAT 125 or equivalent)

MAT 310  Linear Algebra
This course introduces algebraic techniques in vector space. Topics include systems of linear equations, matrices, vector spaces, inner products, linear transformations, and the eigenvalue problem. (Prerequisite: MAT 145 or consent of instructor)

MAT 320  Cryptography
This course will focus on protocols (including public and private key encryption schemes, digital signature, zero knowledge proofs, one way function, and a variety of other techniques) used to encrypt and decrypt information. We will explore the mathematics that determines how safe the data you transmit is and what measures you can take to make your data more secure. Along the way, students will get a basic understanding of Number Theory and Error Correcting Codes. The protocols discussed in this course are what make it possible to have digital signatures, to transfer funds electronically, to send information securely over the internet and to devise new applications as situations arise.

MAT 365  Differential Equations
The theory, solutions, techniques, and applications of ordinary differential equations will be discussed. A computer algebra system will be utilized to enhance the experience. Topics include first-order equations, higher order linear equations, and some numerical methods.

MAT 450  Abstract Algebra
This course is a rigorous introduction to abstract algebra. Topics include mappings, groups, equivalence relations, isomorphisms, rings, and fields. (Prerequisite: MAT 255 and MAT 220)

MAT 460  Foundations of Analysis
This course is a formal treatment of functions of a real variable. It covers the topology of the real line, sequences and series, and classic results in continuity, differentiation, and integration. (Prerequisite: MAT 255 and MAT 220)

MAT 478  Mathematics Seminar
Students in this seminar will explore a variety of exciting mathematics problems. The course will be offered every spring but the topic will vary
depending on the interests of the faculty member and the students. Students will sharpen their mathematical abilities by exploring an assortment of problem-solving strategies and clearly presenting generalized solutions. The opened-ended course number allows for more than one such experience.

MAT 488 Independent Study in Mathematics 1-4
There are a plethora of topics in mathematics an advanced student could explore such as Difference Equations, Combinatorics, Graph Theory, Chaos Theory, Optimization, Operations Research, or Cryptography to name a few. The opened ended course number allows for more than one such experience. The student will work with a faculty mentor to choose an appropriate course, number of credits, and assessment scheme.

MAT 498 Mathematics Internship 1
An exemplary real-world experience which allows for a deeper understanding of the mathematics used in a student’s field of interest

MBA 500 Organizational Leadership and Development 4
This course introduces leadership in dynamic, changing organizations where customers change, technologies shift, and work processes evolve. In this course students will examine how leaders develop themselves and others and create alignment as an organization changes to meet the needs of the future.

MBA 505 Global Economics 4
The course will apply economic theory to develop a framework to analyze and predict trade, exchange rate, environmental, health, labor and other policies. Strategies will encompass the interaction of American and global economic institutions and policy making entities such as the United States Trade Representative, Congress, Federal Reserve, WTO, and the European Union.

MBA 510 Managerial Research Methods and Design 4
This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced. Students will critique published research, write a literature review, and design research studies.

MBA 515 Applied Business Ethics 4
This course will review and analyze popular models of ethical decision making. Readings, case studies, and special presenters will provide opportunities to investigate current ethical issues facing leaders and managers in business and organizational settings as well as critically apply various ethical theories and decision-making frameworks. Literature relative to Christian vocation, applied ethics, and value-centered leadership will be explored. Student papers and presentations will demonstrate the integration of a personal and vocational ethic.

MBA 520 Integrated Marketing Communication 4
This course will develop marketing strategy and executing diverse communication tactics critical to all enterprises. Consistency in both processes and messages is important. Students will analyze business scenarios and determine strategic objectives, target markets and messages, as well as demonstrate to use and how to apply multiple marketing tactics.

MBA 525 Strategic Human Resource Management 4
This course looks at human resources management from an operating manager’s perspective and focuses on the key role strategic human resource management plays in the development and execution of organizational strategy. Emphasis will be placed on the cultural, behavioral, and the legal issues faced by companies as they attempt to compete in an increasingly expanding global economy. Students will work collaboratively to analyze and compare the complexities and challenges of doing business abroad as well as in the United States and discuss approaches, plans, and programs to address those issues strategically.

MBA 530 Managerial Finance and Accounting 4
This course will examine the framework and systems of current accounting and finance principles including preparation of financial statements, accounting cycles and balance sheet classifications. Students will apply these principles along with ethical responsibility and critical thinking skills to management practices of business decision making and strategic planning.

MBA 535 Legal Environment for Managers 4
This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems; and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.

MBA 605 Operations and Technology Management 4
This course will examine value-chain functions such as product-process design, quality management, supply chain management and workforce management in order to understand the resource-based view of strategic advantage for the organization. Students will examine strategic management of operations utilizing to support the value-chain functions of operations management.

MBA 610 Tools for Managerial Decision Analysis 4
This course will focus on how managers think clearly and make effective decisions. Students will examine and apply several models of decision-making. Innovative, critical, emotional and futuristic thinking will be explored. The students will develop their own tools to become effective decision-makers.

MBA 615 Topics in Organizational Management 2
This course will provide an overview of contemporary topics related to organization effectiveness. Students will be required to leverage application, theory and research as they develop skills in talent management, organization learning, and strategy formation and implementation. Students will obtain skills in identifying and developing high potential talent for the purpose of competitive advantage.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>MBA 616</td>
<td>MBA International Topics in Organizational</td>
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<td>Management</td>
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<td>This course will provide an overview of</td>
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<td>contemporary topics related to organization</td>
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<td>effectiveness as viewed from an international</td>
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<td>perspective. Students taking this course</td>
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<td>will participate in one of the international</td>
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<td>trips for graduate students sponsored by the</td>
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<td>College of Business and Organizational Leadership</td>
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<td>and led by one of the faculty. Based on</td>
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<td>information gathered from international</td>
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<td>corporate visits, students will be</td>
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<td>required to synthesize observation, theory, and</td>
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<td>research as they investigate a variety of</td>
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<td>organizational topics: talent management,</td>
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<td>organization learning, and strategy formation</td>
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<td>and implementation in an international business</td>
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<td>setting. Students will gain perspectives in</td>
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<td>identifying and investigating various aspects</td>
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<td>contributing to global competitive advantage.</td>
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<td>MBA 620</td>
<td>Strategic Leadership</td>
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<td>The strategy process represents an essential</td>
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<td>opportunity for organizational leaders to</td>
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<td>establish, implement, and guide the organization's</td>
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<td>direction. This course introduces students to</td>
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<td>the principal theorists and practices of</td>
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<td>contemporary strategic thinking. Students will</td>
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<td>focus on strategic analysis of case materials</td>
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<td>and the strategic practices of students'</td>
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<td>organizations.</td>
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<td>MBA 700</td>
<td>Strategic Leadership and Managerial Application</td>
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<td>Portfolio</td>
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<td>This course introduces students to the principal</td>
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<td>practices and theorists of contemporary</td>
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<td>strategic thinking. Students will focus on</td>
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<td>strategic analysis of their industry and the</td>
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<td>strategic practices of the organizations in that</td>
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<td>industry. The MAP is a process in which</td>
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<td>students summarize, synthesize and demonstrate</td>
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<td>knowledge, skills, and competencies as</td>
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<td>organizational managers and leaders. Students</td>
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<td>will draw from their MBA coursework, career</td>
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<td>experiences and synthesizing activities to build</td>
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<td>a portfolio.</td>
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<td>MIS 301</td>
<td>Technology and Project Management</td>
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<td>This course will focus on two major themes:</td>
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<td>managing technology in a business environment</td>
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<td>and tools, concepts and techniques in project</td>
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<td>management.</td>
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<td>MKC 200</td>
<td>Marketing Business to Business</td>
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<td>This course will analyze how to market and sell</td>
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<td>products or services to organizations in a “</td>
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<td>“business to business” (B2B) marketplace.</td>
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<td>Discussion will consist of various marketing</td>
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<td>and sales approaches to achieving sales to</td>
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<td>businesses, and an in-depth interpretation of</td>
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<td>the value based proposition. This course will</td>
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<td>also give you an opportunity to analyze “if” a</td>
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<td>product/service should be launch, produced, or</td>
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<td>developed, for a specific marketplace, or if the</td>
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<td>idea/product/service should be abandoned.</td>
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<td>MKC 310</td>
<td>Innovative Marketing</td>
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<td>Innovation is essential; that's the rule of</td>
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<td>business for the new millennium. Students will</td>
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<td>learn about product development, entrepreneurship,</td>
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<td>and different types of innovation.</td>
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<td>MKC 330</td>
<td>Marketing Research</td>
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<td>This course gives students the tools for</td>
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<td>researching the consumer using qualitative and</td>
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<td>quantitative methods. Students will have the</td>
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<td>opportunity to create a marketing research plan</td>
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<td>for a product.</td>
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<td>MKC 340</td>
<td>Promotional Strategy</td>
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<td>Promotions consist of advertising, sales</td>
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<td>promotion, sales, public relations, and direct</td>
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<td>usefulness, cost/benefit analysis, and social</td>
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<td>value. Students will have the opportunity to</td>
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<td>create their own promotional plans.</td>
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<td>MKC 350</td>
<td>Relationship Marketing</td>
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<td>An understanding of consumer behavioral</td>
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<td>patterns is central to the discipline of</td>
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<td>marketing. In this course, we look at</td>
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<td>individuals and organizations as consumers.</td>
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<td>MKC 360</td>
<td>Electronic Marketing</td>
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<td>Amazon.com? Anything.com? Electronic commerce</td>
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<td>has become a common part of society, and</td>
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<td>virtually anything can be bought or sold on</td>
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<td>the internet. This course examines how to</td>
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<td>strategically market items electronically.</td>
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<td>MKC 370</td>
<td>Global Marketing</td>
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<td>In the global economy, employees compete with</td>
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<td>other employees all over the world. Because of</td>
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<td>this expanded economy it is necessary to</td>
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<td>understand other parts of the world and how</td>
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<td>business is implemented. Students create</td>
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<td>marketing plans to market products to other</td>
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<td>MKC 380</td>
<td>Marketing Strategy</td>
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<td>This capstone course relates concepts learned</td>
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<td>in previous marketing certificate courses in an</td>
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<td>effort to synthesize the information and create</td>
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<td>a strategic marketing plan.</td>
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<td>MKM 310</td>
<td>Innovation</td>
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<td>Innovation is essential; that’s the rule of</td>
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<td>business for the new millennium. Students will</td>
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<td>learn about product development, entrepreneurship,</td>
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<td>and different types of innovation.</td>
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<td>MKM 311</td>
<td>Innovation and Complex Systems</td>
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<td>This course introduces innovation as an</td>
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<td>essential for the new rule of business. Students</td>
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<td>will learn the framework and techniques to</td>
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<td>systematize innovation allowing them to take</td>
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<td>advantage of emerging opportunities. They will</td>
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<td>use the knowledge to understand how innovation</td>
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<td>affects the way we deploy resources to fulfill</td>
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<td>customer desires, viewing themselves as agents</td>
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<td>of innovation within organizations. Within this</td>
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<td>course of study the student will also examine</td>
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<td>MKM 315</td>
<td>Personal Resources: Assessment and Application</td>
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<td>MKM 320</td>
<td>Systems Management</td>
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<td>MKM 321</td>
<td>Marketing Innovation</td>
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<td>MKM 325</td>
<td>Business Ethics</td>
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<td>MKM 330</td>
<td>Integrated Marketing Communications</td>
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<td>MKM 331</td>
<td>Relationship Marketing</td>
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<td>MKM 335</td>
<td>Marketing Research</td>
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<td>Industry Analysis</td>
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<td>MKM 341</td>
<td>Applied Accounting and Finance</td>
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<td>MKM 342</td>
<td>Marketing Research</td>
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<td>MKM 345</td>
<td>Promotional Strategy</td>
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<td>Electronic Marketing</td>
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<td>MKM 350</td>
<td>Interactive and Mobile Marketing</td>
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<td>MKM 360</td>
<td>International Marketing</td>
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Students investigate their own past, strengths, and weaknesses in order to understand how to best create and develop personal strategic plans for their future.

Organizations are unique in and of themselves. Students will examine underlying dynamics, culture, and change within an organizational context.

This course is the foundation of the marketing program. It reviews the concepts and application-oriented framework for marketing decision-making in a dynamic environment. Students explore current and emerging trends within a shifting marketplace and economic landscape. The five P's of marketing - place, price, product, promotion and people - are the center of this module. The course emphasizes environmental scanning, target customers and achieving organizational objectives through the intentional and skillful blending of marketing strategies. Students will create their own marketing plans within this module.

This course gives students the tools for researching consumers and markets. Qualitative and quantitative methods are explored. Students will create a marketing research plan for a product.

This course will focus on developing marketing strategy and executing diverse communication tactics that are critical for business success. The student develops specific targeted communications and campaigns to meet their strategic communication objectives and target markets while integrating elements to gain an appreciation for the promotion mix (personal selling, direct mail, advertising, public relations, electronic and personal selling, etc.) tactics. Students will create their own promotional plans as avenues for transmitting marketing messages effectively and present those to the cohort based on their overall value related to usefulness, cost/benefit analysis and social value.

This course gives students the tools for researching consumers and markets. Students learn to develop surveys, observation, experiments, and other tools for learning about customer characteristics and requirements. They learn about analytical techniques, data sources, research planning and costs. It requires an understanding of the components of the marketing research process, how to utilize it effectively to obtain relevant information, and how to integrate such information into the marketing decision-making process. As part of this course students will fully investigate the dynamics of an industry of their choice. Students will analyze the structure, competition, success/failure factors, distribution systems and other industry factors. This analysis will be used in their final business plan.

Promotion consists of advertising, sales promotion, sales, public relations, direct marketing, and more. These avenues for transmitting marketing messages across effectively are examined for usefulness, cost/benefit analysis, and social value. Students will create their promotional plans. Amazon.com? Anything.com? Electronic commerce is with us more today than ever before. Cars, travel, clothing, and food are being sold through the Internet. This course examines how to market goods and services electronically.

This course will explore the explosion of Internet marketing options to engage consumers. It is designed as an introduction to the rapidly evolving world of Interactive marketing focusing on the tools of Internet marketing. Students will explore integrating electronic methods into the marketing function. The course includes discussion of the importance of website return on investment and brand building, community development and digital marketing models. Social media strategy and mobile marketing are also built into the course. By analyzing a company's marketing situation the student will complete an Internet marketing plan that aligns to the business objectives.

Today the economy is global and it is necessary to understand other world stakeholders and how business is ethically implemented worldwide. This course focuses on contemporary issues marketing across national borders, marketing within foreign countries and collaborating within global markets. Areas of focus include identifying marketing-based international business opportunities within the context of cultural, social, economic and governmental factors that may influence buyer behavior and ultimately determine market strategy. Students will create international marketing plans to market products to other countries.
This course is designed to investigate the broad spectrum of personal, business and society ethical issues that managers/leaders encounter. As corporate America struggles to find its social and ethical identity in a business environment that grows increasingly complex, managers are confronted with exceedingly difficult challenges. These challenges include balancing their economic, legal, ethical, and social responsibilities to the variety of stakeholder groups in which they interact. This course provides the structure for students to explore their personal ethics and develop the framework for addressing tough ethical decisions in business and in marketing. Students will apply ethical frameworks to business problems.

The question, “What is religious thought?” will be explored in the light of American culture. Students wrestle with basic questions of life, such as “What is the meaning of life?” World religions are discussed from the perspective of a Christian belief system. This course satisfies a general education requirement.

It is said that contemporary employees compete with other employees worldwide. The economy is global and it is necessary to understand other parts of the world and how business is implemented. Students will create marketing plans to market products to other countries.

The five Ps of marketing: place, price, product, promotion, and people are the center of this module. The building blocks of the five Ps, understanding, and researching the customer, are also covered.

In this course financial information is made easier to comprehend. It provides the foundation for basic principles and concepts that will make non-finance managers better equipped for service to the organization. Students will address financial assessment, budgeting and spending, global and ethical implications of financial decision-making, and financial prioritization for the present and the future. This course will provide the framework for the financials of market planning strategy including sales, new product development, return on investment, price and profit while offering the student an understanding of corporate reports and internal control.

This capstone course combines everything that has been taught in previous courses. Students analyze graduate-level case studies. Group work is essential.

Students will create their own business plan for a product of their choice. The goal of this course is to enable the student to become proficient in developing his or her own business plans.

This course combines the overall coursework students have learned throughout their program of study. Students analyze graduate-level case studies for developing and implementing strategies that are distinctive and sustainable. The students will explore market entry and strategy alternatives as well as the integration of marketing strategy within operations, finance, supply chain and corporate culture within a global economy. Collaboration and group work is essential as students determine markets to compete based on their organization’s ability to create a competitive value proposition for the consumer.

This course spans the Marketing Management and Innovation program at Concordia University. It is presented as an independent study where students create their own business plan for a selected company, product, entity, or department approved by their faculty advisor. The goal of this course is to enable the student to become proficient in developing his or her own business plans.

This course provides an overview of leadership, management, influence, social power dynamics, and change theories and practices, emphasizing application to the challenges and opportunities facing for-profit corporations, nonprofits, and government agencies. Introduces the philosophies and methodological approaches underlying the Master of Arts in Leadership and Management as well as the writing and online research skills students will use in this program.

Theory, research and practice of innovation, with an emphasis on increasing student understanding of how effective innovation efforts can be used to help organizations better respond to today’s increasingly complex business and/or nonprofit environments. Students will increase their capacity to research, design, facilitate and lead innovation initiatives in a wide variety of settings.

This course connects morality, ethics, and values with leadership and influence. Students explore and respond to challenging organizational dilemmas while balancing personal integrity and organization goals from the perspective of Christianity and vocational ethics, incorporating these elements into the personal and professional decision-making process.

This course will look at the importance of taking a leadership role in managing a continuous flow of talent throughout the organization. Students will learn how leaders can positively influence team member effectiveness and obtain applicable concepts and tools for acquiring, developing and
(re)allocating talent. Students will explore the importance of developing a talent management mindset and will also be introduced to training and development methods. Finally, they will leverage their experience and practical research as they develop skills in how to build innovative, disciplined and well-led organizations.

MLM 520  
Strategic Organizational Research

This course provides students with the ability to gather, analyze, and synthesize complex credible information about a topic of interest using quantitative and qualitative action research methodologies. Students choose a topic that relates to leadership, management, and/or social power dynamics and properly leverage their influence as they complete an action research project using a strategy to improve an organizational situation. While the emphasis of this course is on applied methods of research, an overview of the theory and some of the political and ethical implications of research will also be covered.

MLM 525  
Financial Management for Leaders

This course explores the practical aspects of the strategic and operational roles of financial management, accounting, analysis, and an introduction to finance-based decision-making related to working capital and long-term financing and investment. Students will learn the impact of a leader and/or manager’s influence on budgeting, financial performance, and fiscal and ethical responsibility.

MLM 530  
Leadership, Innovation and Quality

This course explores how quality programs, tools and concepts can strengthen leadership and, where necessary, help to research, design and implement innovative changes. Students will study theories and practices related to quality management and improvement in corporate, nonprofit and government settings. This course will also examine the leadership and change implications of several recent innovations in this area, such as Reengineering, Six Sigma, Lean Manufacturing, and process improvement.

MLM 532  
Project and Quality Management

This course covers the practical aspects of completing tasks while working with, leading, and influencing teams in a project environment for high quality results. Students will learn how to effectively manage projects using software tools that focus on the various related leadership issues, such as monitoring needs compared with current action, team dynamics, planning, execution, problem-solving, closure, and assessment. Discussion may include appropriate quality measures including Reengineering, Six Sigma, Lean Manufacturing, Office Kaizen, and process improvement.

MLM 535  
Current Leadership Topics

This course provides the opportunity for an in-depth, research-based exploration of one or more leadership, management, innovation and/or change topics. Students will work individually and/or in teams to use a modified “Deep Dive” method on a topic of their choice in order to research and then present a deep understanding of their topic (this may include but will not be limited to a description of the topic, its short-, medium- and longer-term implications and challenges and opportunities.

MLM 540  
Project Management and Leadership

This course will cover the practical aspects of working with teams in a project environment. Students will learn how to effectively do project management, with a focus on the various related leadership issues, such as researching what needs to be done and then comparing this to what is being done, team dynamics, planning, execution, problem-solving and closure. This course will look at the relationships needed to provide effective project leadership and management in the implementation of new strategies and innovations.

MLM 542  
Strategic Leadership and Process Implementation

This course examines the leader and manager’s role in influencing the development and implementation of vision, mission, values, and coherent strategic plans. Students will use classical and creative strategies to develop short- and long-term goals that improve operational effectiveness and strategically position an organization for the future. Students will also diagnose their own strategic capabilities and develop a plan for increasing their strengths in this area. Emphasis will be placed on ways to manage the implementation phase through best-practice processes.

MLM 545  
Legal Issues for Today's Leaders

This course explores how the legal environment can influence a leader’s decisions; guiding their actions and helping them avoid legal pitfalls in today’s complex organizations. This understanding will help leaders identify greater opportunities to influence change and innovation. Students will also learn to understand and influence the spirit behind various policies, regulations, laws and guidelines that take leadership beyond simple compliance with governmental regulations.

MLM 550  
Strategic Leadership

This course examines the role of the leader in the development of vision, mission, values and coherent strategic plans. Students will be able to research and then develop short- and long-term goals that improve operational effectiveness and strategically position an organization for the future. Students will also diagnose their own strategic abilities and develop a plan for increasing their strengths in this area.

MLM 552  
Organizational Culture Management

This course explores how leaders manage the soft, relationship skills of organizational life to leverage their experience and practical research as they successfully influence innovative, disciplined, and well-led organizations. Topics explore strategies to a) assess an organization’s culture and climate; b) develop a continuous flow talent management mindset incorporating Training and Development methods throughout the organization; c) motivate and positively influence team member effectiveness and obtain applicable concepts and tools for acquiring, developing, improving, influencing, and (re)allocating talent; d) explore the concepts and theories related to change management and improvement; and e) develop skills to influence, plan, and implement changes for improving organizational life in both corporate and nonprofit settings.

MLM 555  
Leadership and Management Research, Synthesis and Reflection

This course offers students the opportunity to leverage their learning from the entire program. They will reflect their learning related to leadership, management, and social influence on topics relevant to their professional organizational setting. Students will also complete significant final steps in their research and present a formal report on their action research project.
MMC 210 Strategies for Job Search Success
When jobs are few and competition is fierce, you have to truly shine - in person and on paper - to get an employer's attention. Learn how to shine by mastering fundamental principles of a successful job hunt: creating a solid resume; writing compelling cover letters and other correspondence; interviewing effectively, developing an effective job search plan focusing on your goals and more!

MMC 218 Career and Life Planning
Not sure what you "want to be when you grow up" or what to do with your new degree? Take a look at who you are to move forward on your career path. This class covers self-assessment such as core values, strengths, dreams, purpose statements, and much more.

MMC 219 Informational Interviewing
An informational interview is an informal conversation with someone working in an area of interest to you who will give you information and advice. It is an effective research tool in addition to other methods of researching an occupation. Come learn how to effectively use this strategy in your job search plan.

MMC 220 Academic Management
You've got (or ALMOST got) the degree, NOW WHAT? Learn innovative ways to leverage your new degree and skills to advance in your current job or change directions completely. This course is designed for students in both master's and degree-completion programs who are asking, "what can I do with a major in organizational management?"

MUS 101 Basic Musicianship
Basic Musicianship is designed for the student with little background in music. This course will present concepts needed for an understanding of the basic fundamentals of music theory. Students will also have an introduction to ear training and the keyboard. (Offered every spring. No prerequisite. This course can serve as a prerequisite for MUS 201 and ED 446. Studio course.)

MUS 111 Class Piano I
This is the first of two courses in a beginning piano instruction sequence. Through group class instruction students are given a practical knowledge of the keyboard and an understanding of the tonal-rhythmic structure of music. Keyboard skills requisite for handling classroom music situations or for personal enjoyment of music are developed. (Offered every fall and spring. No prerequisite. Players with previous keyboard experience may be exempt by examination. Can serve as a prerequisite to MUS 201 and ED 446. Studio course.)

MUS 112 Class Piano II
This is the second of two courses in a beginning piano instruction sequence. Through group class instruction students are given a practical knowledge of the keyboard and an understanding of the tonal-rhythmic structure of music. Keyboard skills requisite for handling classroom music situations or for personal enjoyment of music are developed. (Offered every fall and spring. No prerequisite. Players with previous keyboard experience may be exempt by examination. Can serve as a prerequisite to MUS 201 and ED 446. Studio course.)

MUS 115 Beginning Guitar I
This course is designed for those with no knowledge of the instrument. Areas covered include tuning the guitar, strumming techniques, chords, two keys, and transposing. Open to all students. (Offered every fall and spring. No prerequisite. Players with previous guitar experience may be exempt by examination and move on to private guitar if desired or needed for program. Studio course.)

MUS 116 Beginning Guitar II
This course is a continuation of Beginning Guitar I with additional chords in several more keys. This course is recommended for students desiring to study private guitar. (Offered every spring. Prerequisite: MUS115 Beginning Guitar I or consent of instructor. Studio course.)

MUS 120 Listening to Life: Western Classical Music
Using music primarily from the classical Western tradition, this course teaches music listening skills, relates music to history and culture, and reveals music as a conveyer of human emotions, thoughts, and ideals. The course also touches briefly on folk music, global art music, and popular music (American jazz, musical theatre, and pop music.) (This course earns 2 credits towards the 4 credit Fine Arts component of the general education curriculum. Offered every fall and spring, summers to be announced. No prerequisite. Can serve as a prerequisite to Music History.)

MUS 121 Listening to Life: Global & Popular Music
Using global folk and art music and contemporary popular idioms, this course teaches music listening skills, relates music to history and culture, and reveals music as a conveyer of human emotions, thoughts, and ideals. This course contributes to the Fine Arts/Aesthetic component of the General Education curriculum.

MUS 161 Class Voice
Students will examine and personally develop the foundations of a healthy, efficient technique of singing. Activities to achieve this goal include vocal exercises practiced in and out of the classroom, solo singing for one’s classmates, lectures and demonstrations by the instructor on vocal technique and the vocal mechanism, and related reading assignments. (Offered every semester. No prerequisite. Studio course.)

MUS 201 Musicianship I
This course begins with a brief review of music fundamentals (scales, keys, intervals and triads) and continues with four-part harmonic writing, and basic analysis. Exercises in keyboard harmony, sight singing, and dictation are included in the course. (Offered every fall. Prerequisite: MUS 101 or equivalent as determined by music placement test.)
MUS 202 Musicianship II
Students continue to learn four-part harmonic writing, including the use of inversions and seventh chords. Exercises in analysis incorporate the study of melody, harmony, rhythm, texture, and form. Dictation, sight singing, and keyboard harmony are continued. (Offered every spring. Prerequisite: MUS 201 or equivalent.)

MUS 261 Beginning Conducting
The goal of this introductory course is to begin to develop a clear and expressive conducting technique. Students will conduct in class frequently, videotaping their work and receiving immediate feedback and suggestions for improvement. Students will learn to conduct regular beat patterns, preparatory gestures, cues, cutoffs, deadbeats, fermatas, asymmetrical patterns, and subdivided gestures. Students will learn to make thoughtful decisions in varying their conducting pattern to show changes in dynamics, tempo, and articulation. Activities to strengthen the inner ear while conducting will also be included. Requirement: for Church Music and Music Education majors. (Offered every fall. Prerequisites: music reading ability, MUS 201 and/or consent of instructor. Studio course.)

MUS 267 Diction for Singers
This course is designed for the student who is interested in enhancing his or her vocal training by expanding one’s knowledge of Italian and German diction and song repertoire. Emphasis is placed on the understanding and production of pronunciation. Voice students and music majors, particularly those in the choral and church music tracks, will want to register for this course. (Offered odd falls. Prerequisite: 2 semesters of MUS 860 Private Voice or consent of instructor. Studio course.)

MUS 301 Musicianship III
Students learn to write in the contrapuntal style of the 18th century. Chromatic harmonies and a study of classical period forms are also included in the course. Dictation, sight-singing, and keyboard harmony are continued. (Offered every fall. Prerequisite: MUS 202 or equivalent.)

MUS 302 Musicianship IV
Students explore the new directions composers have taken in the 20th century and compose their own pieces in various contemporary styles. Keyboard harmony, dictation, and sight-singing are continued. (Offered every spring. Prerequisite: MUS 301.)

MUS 321 Music History I
This course includes the ancient, medieval and renaissance periods of Western music, adding a worldwide perspective by introducing the relationships between medieval music and the music of Jewish and Islamic cultures. (Offered fall 2004, spring 2006, fall 2007, spring 2009, etc.

MUS 322 Music History II
This course explores the baroque and classical periods of Western music World music perspectives are developed through explorations of traditional African-American and Latin American music. (Offered spring 2005, fall 2006, spring 2008, fall 2009, etc. Prerequisites: MUS120 or FPA 112, MUS 201.

MUS 323 Music History III
This course explores romanticism, post-romanticism and new movements in Western music, including avant garde styles. World music perspectives are developed through introductory explorations of traditional Sub-Saharan African music and high Asian cultural and folk music. (Offered fall 2005, spring 2007, fall 2008, spring 2010, etc. Prerequisites: MUS 120 or FPA 112, MUS 201. MUS 321 is preferred, but not required.)

MUS 356 K-6 General Music Teaching Methods
This course will deal with the planning and implementation of instruction in the non-performance-based music class from kindergarten to the senior high at the elementary school levels. Students will examine curriculum, textbooks and teaching materials available for these classes. The National Standards for Arts Education receive special attention in relation to planning a spiral curriculum. A strong emphasis is placed on unit and lesson planning. The course is required for all Music Teaching Majors.

MUS 357 7-12 General Music Teaching Methods
This course will deal with the planning and implementation of instruction in the non-performance-based music class from kindergarten to the senior high at the secondary school levels. Students will examine curriculum, textbooks and teaching materials available for these classes. The National Standards for Arts Education receive special attention in relation to planning a spiral curriculum. A strong emphasis is placed on unit and lesson planning. The course is required for all Music Teaching Majors.

MUS 360 String Techniques and Pedagogy
This course acquaints students with the techniques and challenges of playing and teaching stringed instruments. (Offered even falls. Prerequisite: music reading ability. Studio course.)

MUS 361 Woodwind Techniques and Pedagogy
This course acquaints students with the techniques and challenges of playing and teaching woodwind instruments. (Offered even falls. Prerequisite: music reading ability. Studio course.)

MUS 362 Brass Techniques and Pedagogy
This course acquaints students with the techniques and challenges of playing and teaching brass instruments. (Offered odd falls. Prerequisite: music reading ability. Studio course.)
MUS 363 Piano Pedagogy
As an introduction to the various techniques related to the teaching of piano, students are exposed to and explore piano instructional materials and methodology. Practical experience is gained through observation, teacher interviews, and evaluation of pedagogical materials. (Offered even springs. Prerequisite: MUS 840 or other previous private piano study.)

MUS 364 Handbell Techniques and Pedagogy
Through participation in ensemble handbell ringing, students are given practical study of handbell techniques, score preparation, and pedagogy. (Offered even falls. Prerequisite: music reading ability. Studio course.)

MUS 365 Electronic Instruments Techniques and Pedagogy
This course introduces students to a range of computer-based music technologies. Extensive work is done with the music notation/MIDI program, Finale. Students will also explore using pre-set patches, sequencing, and creating new synthesized sounds. CD ROM programs for music history, music education, music theory, and ear-training will also be explored. Students will be expected to log lab hours in the music technology studio. This course is an elective in all music majors, minors, and emphases. (Offered every fall and spring. Prerequisites: music reading ability, computer literacy. Studio course.)

MUS 366 Vocal Techniques and Pedagogy
This course is designed for advanced singers who wish to gain techniques and practice in teaching vocal technique, both in working with individual voice lessons and with choral groups. This course is required for the vocal tracks of the director of parish music (DPM) program and the music teaching major. Activities include leading warm-ups and teaching peer voice lessons. (Offered even falls. Prerequisites: private voice study and consent of instructor. Studio course.)

MUS 367 Percussion Techniques and Pedagogy
This course acquaints students with the techniques and challenges of teaching and playing percussion instruments. (Offered odd falls. Prerequisite: music reading ability. Studio course.)

MUS 368 Jazz Improvisation
Students will explore concepts used in jazz improvisation. (Offered odd falls. Prerequisites: A workable knowledge of scales, chords, chord progressions, sight-reading, and a familiarity with the musical vocabulary. Studio course.)

MUS 369 Art of Accompanying
This course is designed as a practice and provides students with the skills necessary to become artistic and capable accompanists. Areas explored include vocal, instrumental, and choral accompanying. (Offered odd falls. Prerequisite: MUS 840 or other previous private piano study. Studio course.)

MUS 424 Keyboard Literature
A survey of keyboard instruments, literature and styles from 1600 to the present, excluding that which relates directly to the organ. (Offered odd springs. Prerequisites: MUS 120, MUS 840 or other previous private piano study.)

MUS 425 Choral Literature
A study of the choral literature from the Renaissance through the 20th century (including global choral music) forms the material for this course. Choral composers and representative compositions from each era are studied. The historical perspective on choral music is discussed and a filing card reference library developed. (Offered odd falls. Prerequisites: MUS 120, MUS 202 or consent of instructor.)

MUS 426 Instrumental Literature
Instrumental literature will emphasize literature for school-aged groups. Instrumental composers and compositions are studied through lecture, listening, reading, and student presentations. Students also develop a level II and III, four-year curriculum for band and orchestra. Teaching strategies based on the National Standards for Arts Education will also be discussed. (Offered even falls. Prerequisites: MUS 120, MUS 202 or consent of instructor.)

MUS 427 Organ Literature
This course surveys organ literature of various historical, national, and stylistic types. Historical organ design, performance practice and aesthetics are emphasized. (Offered even falls.)

MUS 430 History of Sacred Music
An examination of the practice and theology involved in the music of the church enables students to evaluate music in relationship to worship. (Offered even springs. Prerequisite: MUS 321 or MUS 322.)

MUS 431 Congregational Song
Students examine the theology and history of congregational song, including psalms, liturgical chants, canticles, Latin and Greek hymnody, the Lutheran chorale, the English hymn, and contemporary sacred songs. (Offered odd springs. Prerequisite: MUS 120.)

MUS 439 Parish Music Field Experience
This course offers experiences in parish music under the supervision of a cooperating parish musician. Activities include directing choirs, leading and accompanying congregational singing, performing attendant music, working with instrumentalists and cantors, planning worship, and composing practical service music. (Offered on demand. Prerequisite: approval of Music Department.)
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<tr>
<th>MUS 440</th>
<th>Church Organist</th>
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<tr>
<td>This course examines the role of the organist in Lutheran worship and seeks to prepare organists to provide effective leadership of hymns and liturgy. (Offered even springs. Prerequisite: 4 semesters of MUS 850 - Private Organ Study or consent of instructor. Studio course.)</td>
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<tr>
<th>MUS 441</th>
<th>Organ Improvisation</th>
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<td>In this course, students are challenged to introduce a greater degree of creativity into their service playing, to develop keyboard skills necessary for improvisation and to practice basic procedures for improvising chorale preludes and intonations. (Offered odd falls. Prerequisites: 2 semesters of MUS 850 - Private Organ Study, MUS 202. Studio course.)</td>
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<tr>
<th>MUS 444</th>
<th>Instrumental Arranging</th>
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<td>Instrumental arranging focuses on the practical aspects of scoring and is approached in terms of understanding how composers have traditionally written for instrument(s) and ensembles. (Offered even springs. Prerequisites: MUS201, current or previous enrollment in MUS 202.)</td>
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<tr>
<th>MUS 445</th>
<th>Choral Arranging</th>
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<tr>
<td>This course is designed for the musician wishing to make effective settings for choral groups. (Offered odd springs. Prerequisites: MUS 301, current or previous enrollment in MUS 302.)</td>
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<tr>
<th>MUS 456</th>
<th>Choral Conducting and Methods</th>
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<tr>
<td>This advanced conducting course will apply and develop the skills gained in MUS 261, focusing on leading choirs. Topics will include literature selection/programming for various school and church choirs, choral score study, audition procedures, seating formations, rehearsal planning and execution, working to develop vocal quality and musicianship in rehearsals and administration of church and school choral programs. A major component of the course will be the preparation and conducting of a public choral ensemble performance. Requirement for Vocal Music Education majors and Church Music majors-choral track. (Offered every spring. Prerequisite: MUS 261. Studio course.)</td>
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<tr>
<th>MUS 457</th>
<th>Instrumental Conducting and Methods</th>
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<tr>
<td>Rehearsal techniques, transcriptions, performance practices and score study of standard concert band and jazz ensemble repertoire will be presented. The organization and management of an instrumental program will be covered. A major component of the course will be the preparation and conducting of a public instrumental ensemble performance. Requirement for Instrumental Music Education majors. (Offered every spring. Prerequisite: MUS 261. Studio course.)</td>
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<tr>
<th>MUS 492</th>
<th>Senior Project: Composition Recital</th>
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<td>The student is challenged to compose a major piece or group of pieces. Students are challenged to begin to develop a personal language, one that gives evidence of skill, imagination and originality and that communicates effectively to an audience. This project is the capstone experience for the Music Major in the Music Theory/Composition track. As part of this capstone, students will submit a written essay describing how the experience was implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: 2 semesters of MUS 890, 1 semester of MUS 990.) Honors lesson fee applies.</td>
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<tr>
<th>MUS 493</th>
<th>Senior Project: Thesis</th>
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<td>The student will research a musicological topic, write a documented thesis and present their research in a public lecture/demonstration. This project is the capstone experience for the Music Major in the Music History/Literature track. As part of this capstone, students will submit a written essay describing how the experience was implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS 321, MUS 322 and consent of instructor.) Honors Lesson fee applies.</td>
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<tr>
<th>MUS 494</th>
<th>Senior Project: Conducting Recital</th>
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<td>The student will conduct a public recital of an instrumental and/or vocal ensemble for which they have selected literature, prepared scores, rehearsed the ensemble, and prepared a program. The conducting experience may involve regularly scheduled university ensembles and student organized ensembles. This project is done with the supervision of the appropriate faculty conducting teacher. This is an option for the capstone experience for the Music Major in the Applied Music track. As part of this capstone, students will submit a written essay describing how the experience was implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS 456 or MUS 457 and consent of instructor.) Honors Lesson fee applies.</td>
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<tr>
<th>MUS 495</th>
<th>Senior Project: Solo Recital</th>
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<td>The student will present a public recital on their primary instrument, building on private lesson study over several semesters. This project is done with the supervision of the student’s primary applied teacher. This is the capstone experience for the Music Major in the Applied Music track. As part of this capstone, students will submit a written essay describing how the experience was implemented and was supported by the Framework for Learning. (Offered on demand. Prerequisites: MUS9xx and consent of instructor.) Honors Lesson fee applies.</td>
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<tr>
<th>MUS 525</th>
<th>Choral Literature</th>
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<tr>
<td>This course is designed for the musician wishing to create effective arrangements for choral groups. It culminates in a major project. Offered in spring semester of odd-numbered years in conjunction with MUS 445 undergraduate course.</td>
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<tr>
<th>MUS 545</th>
<th>Graduate Choral Arranging</th>
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<td>This course is designed for singers who wish to gain techniques and practice in teaching vocal technique, both in working with individual voice lessons and with choral groups. This course is required for the vocal tracks of the director of parish music (DPM) program and the music</td>
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teaching major. Activities include leading warm-ups and teaching peer voice lessons. At the graduate level, Supplementary assignments are designed comprising additional hours of directed assignments to fulfill graduate level study and to focus course material toward work with juvenile and young adult voices. (Offered even falls. Prerequisites: private voice study and consent of instructor. Studio course.)

MUS 580 Graduate Conducting Lessons 1
These private lessons explore the following topics, depending on the individual student’s needs and interests: clarity of conducting gesture, expressivity in the gesture, score study, rehearsal preparation, and teaching performance techniques and musicianship in rehearsal. 7 total contact hours, scheduled by student and instructor.

MUS 651 Honors Organ Tutorial 2
Private weekly 1 hour organ lessons for working adults who are advanced organ students. This course is intended for visiting students or students in a cohort delivered program. The lesson schedule is determined by the instructor and each individual student.

MUS 660 Graduate Honors Voice Lesson 2
This is a private, on hour weekly lesson that is for advanced voice students at the graduate level. Honors lesson fee applies.

MUS 680 Graduate Honors Conducting Lessons 2
These private lessons explore the following topics, depending on the individual student’s needs and interests: clarity of conducting gesture, expressivity in the gesture, score study, rehearsal preparation, and teaching performance techniques and musicianship in rehearsal. 14 total contact hours, scheduled by student and instructor.

MUS 712 Shades of Harmony Multicultural Choir 1
The multicultural choir consists of students and staff from varying races, cultures and backgrounds who are interested in learning about, experiencing and singing African-American gospel music and spirituals. Gospel music has an improvisational dimension to it and the choir typically learns new music by rote, although music may be provided for choir members. In addition to the choral rehearsals, there will be periodic discussions of the historical aspects of the music, and the social atmosphere that brought the songs to life. The choir will occasionally sing for chapel, but will also perform at local area churches, and is expected to expand its performance territory. Any student, staff or faculty member can register or volunteer for the choir. (No auditions are required.)

MUS 713 Jubilate 1
This choir regularly provides music for chapel worship. Special projects include the Fine Arts Christmas Concert and choral worship services throughout the year. While full-year membership is desired, students may audition to enter the choir at semester breaks. Jubilate is an excellent ensemble for students who wish to sing but are involved in other touring ensembles or will be off-campus part of the year as student teachers or interns. (Offered every fall and spring. Prerequisite: choral audition for placement by instructor.)

MUS 714 Christus Chorus 1
This group presents major choral works in a series of concerts, including the Fine Arts Christmas and Concert. Weekend tours/retreats and an extended annual spring tour are part of the schedule. Trips abroad are planned occasionally. Auditions are held at the beginning and end of each academic year. Full-year membership is required. (Offered every fall and spring. Prerequisite: choral audition for placement by instructor.)

MUS 715 Chamber Choir 1

MUS 716 Opera Workshop 2
Exploration of operatic singing, character development, and basic stage movement through workshop activities, class play, and assigned operatic scenes. Open to sophomores, juniors, and seniors. Must also be enrolled in MUS 860 or MUS 960. First time enrollment must be for 2 credits.

MUS 717 Vocal Jazz Ensemble 1
This is a small vocal ensemble of 4-16 singers focusing on learning and performing vocal jazz literature. The group meets for one rehearsal 90 minutes/week and performs occasionally on campus.

MUS 720 Concert Band 1
Concert Band and chamber groups drawn from the full band perform works drawn from worldwide genres. Performances include on and off campus worship services, fall and spring concerts, Christmas concert, and Commencement exercise. The Concert Band schedule includes weekend tours with a semi-annual extended tour usually in the spring semester. (Offered every fall and spring. Prerequisite: instrumental audition.)

MUS 730 Chamber Ensemble 1
The chamber music ensemble is open, by audition, to players of keyboard, wind and string instruments. The group performs and collaborates with vocal soloists and choral groups. The ensemble prepares music for chapel worship, Monday recitals and concerts throughout the year. Rehearsal schedules are coordinated so that ensemble members may belong to other music organizations on campus. (Offered every fall and spring. Prerequisite: instrumental audition for placement by instructor.)

MUS 739 Beginning Handbells 1
This course is open to any student with limited or no handbell experience. It teaches basic handbell ringing techniques. Members of this class will participate in performances with the handbell ensemble. (Prerequisite: some music reading ability.)

MUS 740 Handbell Ensemble 1
This ensemble is open to any student with handbell experience or sufficient music reading ability. It will perform both on campus for chapel services and the Fine Arts Christmas Concert as well as for area congregations. Members of this ensemble may also belong to other music
strategic leadership, topics in organizational management, manager decision analysis. students will examine and apply several models of decision-making. innovative, critical, emotional and futuristic thinking will all be explored by the students in this course.

OLC 615: topics in organizational management
This course will provide an overview of contemporary topics related to organization effectiveness. students will be required to leverage application, theory and research as they develop skills in talent management, organization learning, and strategy formation and implementation. students will obtain skills in identifying and developing high potential talent for the purpose of competitive advantage.

OLC 620: strategic leadership

MUS 750: Jazz Band Ensemble
Jazz ensemble and jazz combos drawn from the full band perform works drawn from various jazz styles. Performances include on and off campus fall and spring concerts. the jazz ensemble schedule includes weekend tours with a semi-annual extended tour usually in the spring semester. (Offered every fall and spring. Prerequisite: instrumental audition.)

MUS 760: Percussion Ensemble
The percussion ensemble is open to all students and is designed to develop mastery of various percussion instruments. Students will develop and refine percussion techniques through the rehearsal and performance of standard percussion ensemble repertoire.

MUS 770: Woodwind Ensemble
Ensembles are open to all levels of woodwind students. Woodwind ensemble is designed to develop each individual’s small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts.

MUS 772: Flute Ensemble
Ensembles are open to all levels of flute students. Flute ensemble is designed to develop each individual’s small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts.

MUS 774: Clarinet Ensemble
Ensembles are open to all levels of clarinet students. Clarinet ensemble is designed to develop each individual’s small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts.

MUS 776: Saxophone Ensemble
Ensembles are open to all levels of saxophone students. Saxophone ensemble is designed to develop each individual’s small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts.

MUS 778: Brass Ensemble
Ensembles are open to all levels of brass students. Brass ensemble is designed to develop each individual’s small ensemble playing. Performances include on and off campus concerts, worship services, fall and spring concerts.

MUS 780: Guitar Ensemble
Open to intermediate and advanced guitarists, the players will learn and perform duets, trios, quartets, etc. in styles ranging from classical to jazz to blues to reggae. (Prerequisite: audition by instructor.)

MUS 782: Chapel Band
Open to singers and instrumentalists by audition. the ensemble performs a variety of praise, prayer and ethnic worship music for chapel in contemporary music idioms. Planning and leading a full chapel service is a feature of the group’s activities. (Prerequisite: audition by instructor.)

MUS 786: Jazz Combo
This small ensemble is for solo players in the jazz idiom. it builds on the experience gained from the Jazz Ensemble. Improvisation is a major component of the group’s performance. (Prerequisite: Approval of instructor)

MUS 800 – 890: Various Music Lessons (Instrumental and voice)
1 credit each, repeatable. Meets 1/2 hour per week. May not be taken pass/no pass. these courses may be repeated with credit. individual lessons on the standard orchestral and band instruments and voice stress proper tone production, phrasing and style. Special techniques unique to the instrument are studied. Material covered includes standard works for the instrument. Voice instruction includes studio class. Private lessons are also available for composition. (Offered every semester. Prerequisites: approval and placement by instructor. Private lesson fee.)

MUS 900 – 990: Various Music Lessons (Instrumental and voice)
2 credits each, repeatable. Meets 1 hour per week. May not be taken pass/no pass. Each of the above 800 level individual lessons may be taken as weekly one-hour lessons with the instructors approval. Honors lessons may be taken in conjunction with recital preparation. Private lessons are also available for composition. (Offered every semester. Prerequisites: music reading ability, previous study at the 800 level and/or approval)

OLC 605: Operations and Technology Management
This course will examine value-chain functions such as product-process design, quality management, supply chain management and workforce management in order to understand the resource-based view of strategic advantage for the organization. Students will examine strategic management of operations utilizing to support the value-chain functions of operations management.

OLC 610: Managerial Decision Analysis
This course will focus on how managers think clearly and make effective decisions. Students will examine and apply several models of decision-making. Innovative, critical, emotional and futuristic thinking will all be explored by the students in this course.

OLC 615: Topics in Organizational Management
This course will provide an overview of contemporary topics related to organization effectiveness. Students will be required to leverage application, theory and research as they develop skills in talent management, organization learning, and strategy formation and implementation. Students will obtain skills in identifying and developing high potential talent for the purpose of competitive advantage.

OLC 620: Strategic Leadership

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The strategy process represents an essential opportunity for organizational leaders to establish, implement, and guide the organization’s direction. This course introduces students to the principal theorists and practices of contemporary strategic thinking. Students will focus on strategic analysis of case materials and the strategic practices of students’ organizations.

**OMC 100**  
Managerial Decision-Making

This class helps participants become better decision-makers by thinking better and more coherently. Topics covered include: assessing your thinking skills, challenging strongly held assumptions, discerning how perceptions color thinking processes, developing group thinking skills, building reflective thinking into the workday, and discriminating between data, information, knowledge, and wisdom.

**OMC 105**  
Professional and Personal Development

All of us are going somewhere in life. Few of us are going there on purpose. Those few with purpose have created a vision for their lives, and have passionately lived that vision with joy-filled focus. This class provides a model for creating your personal roadmap to an intentional life, which includes defining your personal mission statement, life vision, and legacy. Discover the power of professional success without compromising your quality of life. Live a life that leaves a legacy...that’s significant living!

**OMC 106**  
Value Base Goal Setting

In this course students will learn about values-based goal-setting, designed to help you define and achieve your goals and dreams. Breakthrough to the “core” of what you really want to do. Use this personal “laboratory” to dig deeper, discover your passion and develop an action plan for success.

**OMC 115**  
Effective Thinking

Is your thinking fine-tuned? Is it balanced? Flawed? Full of biases? Swayed by emotions inappropriately? The quality of a person’s thinking is directly correlated to the quality of their life. This workshop is a fast-paced thinking workout where students examine the gaps in their own thinking processes and become better decision-makers as a result.

**OMC 200**  
Negotiations

The course will focus on increasing the understanding of the negotiating process and on increasing the skill level for negotiating by focusing on preparation, interest identification, strategies and tactics, listening skills, collaborative negotiations, competitive negotiations and options outside of negotiation. Emphasis will be given to win/win collaborative negotiations as well as how to deal with competitive negotiations.

**OMC 203**  
Introduction to Six Sigma

With Six Sigma training, we learn to use tools that enable us to solve fundamental problems in complex processes and to make better decisions. This class introduces the student to the five phases of the Six Sigma performance improvement disciplines, and, it explains the basic approach to data-driven decision making. Attendees will become familiar with the Six Sigma terminology, and, they will gain an entry-level familiarity with the basic tools that will be used in their future Six Sigma process improvement projects.

**OMC 205**  
Management Skill Building

Learn principles and techniques for conflict resolution, goal setting, stress and time management and active listening skills. This course consists of mini-lectures, discussion, class activities and evaluating actual situations.

**OMC 206**  
Intellectual Property Law for Business

Students will learn the top level concepts of patent, copyright, trademark, trade secret, and related law. Students will be expected to identify legal issues arising from patent, copyright, trademark, and trade secret law in typical business situations. Students will understand the basics of contract formation. Course material will be placed in the context of the American legal system through a brief introduction to the American common law system.

**OMC 220**  
Behavioral Style Concepts

An in-depth study of the concepts of behavioral styles and how they can be applied in the work environment to improve relationships. This course goes beyond the typical approach of recognizing one’s own style and delves into recognizing styles in others and using behavioral versatility as a communication tool. Participants will leave with effective tools that they can begin applying immediately.

**OMC 226**  
Message Behind Attitude

You have tremendous influence and control over how people respond to you. Learn how to increase your effectiveness as a leader, and strengthen your relationships with coworkers, family, and friends. This class will discuss right and wrong ways to react to change, as well as how management principles relate to attitude.

**OMC 227**  
Trust: A Leadership Competency

The course will cover the personal competencies as outlined in Stephen M. R. Covey’s 2006 book The Speed of Trust: The One thing that changes everything. Class participants will review the competencies of; self-trust, relationship trust, stakeholder trust and inspiring trust.

**OMC 229**  
Writing for Community Impact

Writing for Community Impact will equip future leaders with the communication tools they need to influence community thought and action. The five week, 2 1/2 hour course will take students through a progressive series of writing assignments-beginning with letters-to-the-editor; advancing through articles, editorials, and commentary; and culminating in the essay.

**OMC 230**  
Team Building in Workplace

This one-day course centers on the ingredients to making successful organizations work. Team-work will be put into a historic context, as well as applied to real-life business issues. We will discuss the importance of the teams within an organization, how they work together, synthesize their individual skills into meeting business goals, and use a creative approach to problems as they arise. The central theme will be a “big-picture” view of the importance of people working as teams to build a strategy to ensure their organizations’ business success.

**OMC 250**  
Career Management

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This seminar will develop the necessary skills and attitudes to achieve career and life satisfaction. Participants will discuss the following questions and work toward their resolution: How does my personality fit with my current position? How can I find a better fit? How do I diversify (balance) my work life, home life, personal life, and spiritual life? What is my mission and purpose in this world?

OMC 251  Continual Personal Growth and Improvement  2
Continuous personal growth and improvement: if this is not a goal of yours, then you are less likely to succeed in today’s workplace. Much of one’s productivity is determined by one’s inner states rather than the availability, the technologies, and work processes. Learn how to harness one’s inner states and develop them to become a more effective person and worker. Find out what is holding you back on the road to inner improvement.

OMC 252  Creative Problem Solving  2
In this course, we will examine various forms of creative problem solving. We will look at a variety of techniques that a group can use to solve problems effectively. We will also examine how to improve individual creativity and enhance environments for creative thinking.

OMC 253  Cross Generational Management  2
This course is designed to give managers the necessary knowledge and important skills to successfully build a productive team that spans generational boundaries. Students discuss methods of assessing the generational friendliness of organizations and creating a welcoming place for veterans, boomers, Xers, and nexters.

OMC 254  Cross-generational Management II: Applications  2
The second level Cross-generational Management course is for students who have learned the concepts of cross-generational management and would like to implement the theories of generational models into their workplace. This class deals with a brief overview of learned material. The next phase of this learning process occurs with an in-depth study on a generational learning objective. This desired workplace implementation would be the featured case study for the final paper for this class. This is a roll up your sleeves class that is steeped in implementation and action in the organization.

OMC 255  Building Emotional Intelligence  2
This class focuses on emotional intelligence and the need for individuals to recognize and manage their own emotions before focusing on leading others. The core of quality leadership starts with an individual and their actions. There is mounting evidence that how people feel about themselves and their work, as well as how open they are to engaging in dialogue, valuing others, sharing ideas, and to making the most of informal and creative collaboration affects how effectively they manage change.

OMC 261  Coaching Theories and Application  2
Many people are curious about what coaching is and how to apply it. This class offers an extensive review of different coaching types, defining what coaching is, the distinction between student, individual, team, organizational, business, executive, systematic, dissertation and ontological coaching. Also, students can determine how coaching fits into their businesses, and how to measure results. Participants will understand the cutting edge concepts of the coaching world.

OMC 299  Intrinsic Coach Development  3
This course contains the foundational philosophy, attitudes and skills of Intrinsic Coaching. It addresses one-to-one coaching, group and team coaching, and an Intrinsic Coaching approach to any organizational activity including employee development, education, training, and impacting workplace culture and employee health and productivity.

OMC 312  Organizational Theory and Behavior  2 or 3
The emphasis of this course is to understand organizational behavioral theories and models, with a focus on the individual, the group, and the organization as a whole. Topics will include understanding and improving behavior, human elements, motivation, social dynamics, and the impact of culture.

OMC 321  Systems Management  3
This course provides an overview of systems management and thinking in organizations with an emphasis on identifying patterns and relationships within the system as a whole. Systems concepts are used to discuss the analysis of organizations, facilitation of change, and solutions to organizational problems.

OMC 340  Applied Synthesis Project I  3
Students learn professional presentation skills and then combine research and theory to develop individualized synthesis projects which examine research problems and answer a particular research question that has specific application in their occupation or avocation. This project is completed more independently than the other courses, synthesizing information from the rest of the program. Students learn significant skills in research and writing, project management, written and oral presentations, and demonstrate skills in applying theoretical constructs to concrete applications. This mid-program course expects that chapters 1-3 of the written project will be turned in for a grade and an oral presentation will provide the instructor and other classmates with a summary and overview of the project and the work completed up to that time.

OMC 360  Personal and Organizational Finance  3
Students explore major elements of personal finance as a foundation for understanding the major principles of organizational finance management. Topics focus on time value of money, assets and liabilities, credit, budgeting, capital spending, and evaluating financial strengths and weaknesses.

OMC 410  Organizational Behavior  4
Organizational Behavior is an interdisciplinary field of study and practice that investigates the impact of individuals, groups, structure, and environment on work organizations. Students examine motivation, decision making, organizational structure, and processes that shape organizational analysis and change management.

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Case studies are a primary element of learning.

OMC 415 Biblical Christianity for Thoughtful People
Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated in different eras of history. Students learn how Christianity has shaped elements of culture and organizational life, how Biblical principles can shape individuals for strong leadership roles, and how to better understand Christians in the workplace within a Judeo-Christian culture.

OMC 420 Dimensions of Diversity
Students use literature and interviews to explore the values, beliefs, customs and perceptions represented in various kinds of diversity that affect social and economic life. The obligations and implications of equal opportunity are explored. Concepts of culture, social class and power are developed.

OMC 425 Principles of Management and Supervision
Students examine management and leadership theories and their application to individual and group functioning in work/home situations. The key elements of Management explored are: Planning, Organizing, Leadership, and Controlling (Accountability). Management and supervision styles and techniques are analyzed to understand the potential solutions to current organizational problems.

OMC 430 Innovative Marketing
The five Ps of marketing: place, price, product, promotion, and people are at the center of this course. Students will examine the building blocks of the five Ps within the context of understanding and researching the customer’s needs and wants.

OMC 435 Values and Ethics
Students examine issues of accountability in government and business regarding human rights and ethics through readings, classroom discussion, and debates. Students develop a system for making ethical decisions in their personal lives as well as in public and employment situations. Both ethical theory and personal values are explored.

OMC 440 Applied Synthesis Project II
This course is the culmination of the synthesis project that has been developed throughout the program (see OMC 340). Students submit their complete written Synthesis Project and give a formal presentation of the Project’s content to the instructor and the cohort.

OMC 450 Organizational Policy and Strategy
Organizational Policy and Strategy is the capstone course in this curriculum. This course explores how leaders make effective decisions that shape organizational policy and strategy. Students will synthesize the material from most of their other modules in this class. The class depends heavily upon a variety of simulations and analysis papers.

OMC 699 Intrinsic Coach Development
This course contains the foundational philosophy, attitudes and skills of Intrinsic Coaching. It addresses 1-1 coaching, group and team coaching, and an Intrinsic Coaching approach to any organizational activity including employee development, education, training, and impacting workplace culture and employee health and productivity.

OMG 500 Management Foundations
An introduction is given to the philosophy and methodological approach underlying the Master of Arts in Organizational Management. This course focuses on skills used throughout the curriculum including critical thinking, creative thinking, continuous learning, and the use of the Internet and other available electronic data sources.

OMG 501 Human Resource Foundations
This course provides concentrated learning in employee performance methods, pay and reward systems, employee benefits programs, and total compensation systems. Topics include the strategic role total compensation plays in organizations and the dynamics of alternative pay systems.

OMG 505 Organizational Theory and Behavior
This course promotes the understanding and use of General Systems Theory and its applications in identifying, interpreting, and solving problems within complex organizations. It also examines management theory to see how it has led to current theories such as organizational learning and self-directed management.

OMG 506 Human Resource Organizational Theory and Behavior
This course examines the full scope of human resources activities. It covers a broad list of key functional areas such as Staffing, Human Resource Planning, HR Strategy, HR Legal, Performance Management, Training and Development, and Organizational Learning.

OMG 510 Human Resource Management
An overview is given of major functions and concepts regarding the management and administration of human resources in the organization including: recruitment, development, motivation, compensation, benefits administration, employee relations, and human resource information systems.

OMG 511 Total Compensation
This course provides concentrated learning in employee performance methods, pay and reward systems, employee benefits programs, and total compensation systems. Topics include the strategic role total compensation plays in organizations and the dynamics of alternative pay systems.

OMG 515 Management and Leadership
Different theories of leadership and management styles are introduced and what their impact is on organizational structure, productivity, decision...
making, resource allocation, and human resource development. This course will analyze how leadership is not only different from management but also more effective in today’s workplace.

OMG 516 Staffing Models and Retention
This is an advanced course in recruitment, selection, and retention. Case studies on modern and creative recruitment strategies will be explored, along with effective retention methods. The course will also cover testing methods, applicant assessment, and employment engagement methods and the laws and regulations impacting staffing in organizations.

OMG 520 Managerial Finance
The practical aspects of the strategic and operational roles of accounting and finance are explored, including applications of strategic planning, budgeting, financial performance, and fiscal and ethical responsibility in a global market.

OMG 525 Productivity and Quality
Students will explore the concepts and theories underlying Total Quality Management and Continuous Improvement Processes in manufacturing and service environments. This course includes re-engineering, innovation, and Six Sigma as practical tools for improving productivity.

OMG 530 Managerial Research Methods and Design
This course examines the various research methodologies used in organizational settings. It provides an overview of quantitative and qualitative methodologies including research design, data collection and analysis, interviewing, case studies, and action science. The philosophy, ethics, and politics of management research are introduced. Students will begin work on their Capstone during this course.

OMG 535 Managing in an Information Age
This course focuses on the way in which business strategy is served by information technology. It also explains the tools and techniques that help to ensure that information systems strategies are in line with strategic organizational needs. Concepts introduced include maximizing the value of individual knowledge work and how it can improve personal productivity.

OMG 540 Legal Environment for Managers
This course covers legal issues that managers face in operating organizations in today’s complex environment. The ubiquitous nature of our legal environment necessitates managers being able to recognize legal issues, understand the policy reasons behind the law, and effectively comply with governmental regulation. Students will study the foundations of the U.S. legal system, the public and international environment, the private environment, and the regulatory environment.

OMG 545 Ethical Dimension of Leading and Managing
Students explore the ethical dimension of organizational life from the perspective of Christian vocational ethics and values and how values and ethics are incorporated into the organizational decision-making process. This course also focuses on values formation, self-understanding in an ethical context, and the construction of a personal model of ethical decision making congruent with personal values.

OMG 550 Strategic Thinking
This course examines the role of the leader in the development of coherent strategic plans and the articulation of short- and long-range plans. It examines the systemic interrelationships among the topics introduced in earlier program courses.

OMG 551 Strategic Human Resource Management
This course will emphasize the strategic nature of human resources management (HRM). It will focus on the importance of Alignment of HR responsibilities with the organization’s mission and HR’s role as a partner in planning and executing the business plan.

OMG 555 Capstone Seminar
Provides students with an opportunity to synthesize and demonstrate mastery of the key elements introduced during the Master of Arts in Organizational Management program. Students will present the results of a self-directed capstone. This could be a case study, action research, literature review, or various other forms of quantitative or qualitative research.

OMG 610 Capstone Completion: MAOM

OML 300 Group Dynamics and Organizational Culture
In this course, students study group behavior and development, especially focusing on relationships of groups within organizations. Students examine organizational complexity, learn to analyze group and individual decision making techniques, determine various roles within organizational groups, and identify decision making skills and effective collaborative styles for efficient group management within the complexities of varying organizational cultures.

OML 310 Systems Theory and Organizational Behavior
This course trains leaders to observe and manage patterns and relationships within the organizational system as a whole, especially the impact of individuals, groups, structure, and environment on motivation and decision making. Organizational Systems concepts are used to analyze organizational behavior, facilitate and manage change, and find creative ways for leaders to address unique organizational behavior issues in positive ways.

OML 311 Group Dynamics
Students study group behavior and development, especially focusing on relationships of groups within organizations. Students examine organizational complexity, learn to analyze group and individual decision-making techniques, determine various roles within organizational groups, and identify decision-making skills and effective collaborative styles for efficient group management.

OML 315 Personal Leadership: Assessment and Application

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Students critically examine life experiences within the content of a learning model, identify personal and professional traits and skills and evaluate personal strengths and weaknesses. This foundation is used to develop learning strategies, identify and understand the implementation of personal goals, and anticipate professional opportunities.

OML 320 Organizational Research and Decision Making
This course explores basic research methodologies in the context of organizational management. Professional research articles are evaluated and analyzed with an emphasis on reading and understanding research. Basic statistical terms and concepts are taught and analyzed. Students also focus on the writing tasks of the research process. Many assignments dovetail with the synthesis project which is developed throughout the OML program, ending with OML 450.

OML 321 Systems Management
This course provides an overview of systems management and systems thinking in organizations with an emphasis on identifying patterns and relationships within the system as a whole. Systems concepts are used to discuss the analysis of organizations, facilitation of change, and solutions to organizational problems.

OML 322 Systems Management
This course provides an overview of systems management and systems thinking in organizations with an emphasis on identifying patterns and relationships within the system as a whole. Systems concepts are used to discuss the analysis of organizations, facilitation of change, and solutions to organizational problems.

OML 326 Research Methodologies
Basic research methodologies are explored in the context of organizational management. Professional research articles are evaluated and analyzed with an emphasis on reading and understanding research. Basic statistical terms and concepts are taught and analyzed. Students also focus on the writing tasks of the research process. Many assignments dovetail with the synthesis project.

OML 330 Strategic Planning and Project Management
This course addresses the practical aspects of working with teams in a project environment. Students will learn the basics of strategic planning theories, effective project management, and applications that contribute toward organizational success, along with a functional application of project management software that helps manage the research project and other organizational challenges.

OML 340 Interpersonal and Intercultural Communications
This course explores interpersonal and organizational communication strategies and interpersonal relationship skills essential for creating a productive work environment in the diverse intercultural and global setting of the United States. Students explore language, non-verbal communication, context, constructive dialog, and global and multi-cultural implications of effective communication on an organizational setting as they explore the values, beliefs, customs and perceptions represented in various kinds of multi-cultural themes and create effective communication models.

OML 360 Financial Decision Making
Students explore major concepts of corporate finance within an organizational context, including basic accounting terms, budgeting, time value of money, and global considerations. Students learn to use standard financial tools to make business assessments and financial decisions important for managers in any organization.

OML 410 Financial and Strategic Leadership
This course explores major concepts of corporate finance within an organizational context, including basic accounting terms, budgeting, the time-value of money, and global considerations. Students learn to use standard financial tools that allow accurate business assessments leading to effective financial decisions important for leaders and managers in any organization. Financial analysis and strategic planning integrate in a culminating case study.

OML 415 Biblical Christianity for Thoughtful People
Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated in different eras of history. Students learn how Christianity has shaped elements of culture and organizational life; how Biblical principles can shape individuals for strong leadership roles, and how to better understand Christians in the workplace within a Judeo-Christian culture.

OML 420 Personal and Organizational Management and Leadership
Students examine key elements of management and leadership theory, including planning, organizing, motivation, feedback, and accountability. Students will analyze management and supervision styles and techniques to develop creative solutions to personal and organizational issues.

OML 425 Management and Organizational Leadership
Students examine management and leadership theories and their application to individual and group functioning in work/home situations. The key elements of Management explored are: Planning, Organizing, Leadership, and Controlling (Accountability). Management and supervision styles and techniques are analyzed to understand the potential solutions to current organizational problems.

OML 430 Innovative Marketing
Students use market research skills and the Five P’s of Marketing (place, price, product, promotion and people) as the context for understanding and researching customer needs and wants, advertising, branding, and market niches, all leading up to the development of a Marketing Plan.

OML 435 Philosophy of Values and Ethics
Students examine issues of accountability in government and business regarding human rights and ethics through readings, classroom discussions, and debates. Students develop a system for making ethical decisions in their personal lives as well as in public and employment.
situations. Both ethical theory and personal values are explored.

OML  440  Applied Synthesis Project  4
This course is the culmination of the synthesis project that has been developed throughout the program. Students submit their complete written synthesis project and give a formal presentation of the project’s content to the instructor and the cohort.

OML  450  Personal and Organizational Values and Ethical Leadership  4
In this final capstone course, students explore and assess their personal value systems, organizational mission and values, and diverse global characteristics, and explore their moral and ethical base to develop strategies for leading and managing from that ethical foundation in a Christian and secular context.

PEA  312  Family and Youth Ministry  4
This course provides students with the necessary insights and skills to develop and facilitate a ministry with and for youth and families in a congregation. A relational approach to youth and family ministry emphasizes the need for peer and family support. Philosophical and practical aspects are emphasized to help students understand youth and family ministry as an integral part of the congregation’s mission. A discussion of related subjects, resources and literature is included.

PEA  316  Leadership I  4
This course presents a systematic study of the principles of administration for effective servant leadership. The foundations, role and functions of effective Christian team leadership will be discussed and practiced.

PEA  317  Outdoor Ministry  2
This course explores ministry in the outdoors setting. Participants will learn about utilization of outdoor sites and activities as ministry. Time is spent in learning how experiential learning can be incorporated into the study of the faith. Participants will also learn retreat planning.

PEA  366  Parish Education I  3
Through class discussion, readings, presentation and involvement in Christian education agencies in a local congregation, students grow in understanding the purpose and function of life-long parish educational ministries. Various approaches to religious and Christian education will be studied with particular application to the Lutheran setting. Students are expected to do field work in a local congregation and teach in one education agency at the fieldwork site throughout the semester.

PEA  367  Parish Education II  2
Students observe and participate in a broad range of educational, youth, music, family, adult and children’s activities in an assigned local parish while having opportunity to explore the theory and literature of the field. Students are expected to develop knowledge and skills to develop as an educational leader. This course will introduce various models for the delivery of Christian education in the parish community. Participants will explore teaching the faith, utilizing Scripture and Luther’s Small Catechism as a foundation throughout the life span and will explore various ways to provide Christian education in the contemporary setting. One area for intensive leadership involvement is selected, designed and carried to completion. Class sessions provide opportunity for sharing insights, experiences and concerns with other students and the instructor. A discussion of relevant subjects and literature is included. Students are expected to do field work in a local congregation. (Prerequisite: PEA 366)

PEA  401  Teaching the Faith Across the Life Span  4
This course will provide a study of teaching the faith throughout the ages with particular attention to principles of Biblical interpretation from a Lutheran perspective. The participant will work toward a definition of Lutheran teaching that will incorporate an understanding of educational theory and practice, utilize tools and skills needed for appropriate Biblical study and teaching within a Lutheran framework. Work will involve displaying an understanding of the relationship between Christian education and the worship/devotional life of the Church.

PEA  418  Adult Education and Faith Formation  4
An overview of adult learning theory and development, psychological and spiritual perspectives of the adult learner, educational and formational implications of the adult system, teaching strategies and program development along with various aspects of spiritual direction will be explored. Appropriate roles of leaders in adult education and methods used with adults are analyzed. A planning process for creating, developing, implementing and evaluating adult education programs in the congregational setting and approaches to faith formation are utilized. A service-learning component of this course leads to direct involvement with adults in a variety of diverse learning settings.

PHI  341  Major Systems of Philosophy  4
A selective historical survey of the principal areas of inquiry, key figures, major issues and tentative resolutions and the central themes prevailing in western philosophy during the ancient, medieval, modern and contemporary periods. The course is based on readings from primary sources and supplementary lectures and discussions.

PHI  342  Athens and Jerusalem: Philosophy and Christianity  4
A selective historical survey of the principal areas of inquiry, key figures, major issues, and central themes commonly addressed by western philosophy and Christian theology during the ancient, medieval, modern and contemporary periods. Among the topics that may be considered are the relationship of faith and reason; truth; nature and grace; the classical arguments for the existence of God; evil; the philosophical and theological virtues; and religious language. The course is based on extensive readings from primary sources and is supplemented by lectures and discussions. (Prerequisite: THL 100 or THL 206).

PHS  111  Principles of Physics  3
This is a course for those who have not taken physics in high school. The concepts of mechanics, matter, heat, sound, electricity, magnetism, light, and atomic and nuclear physics are considered. These major concepts of physics are examined by discussion, demonstration, use of current literature and the Internet, and hands-on-activities. Students make use of the computer as a tutorial aid, use a great variety of laboratory experiments.
equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics’ concepts and model practical situations.

PHS 112 General Physics I 4
This algebraic-based course deals with the areas of mechanics and mechanical waves. Physics concepts related to mechanics and mechanical waves are developed mathematically, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics’ concepts and model practical situations. The course meets for two lecture periods each week and for 2, 2 period lab sessions each week.

PHS 113 General Physics II 4
This algebra/trigonometry-based course deals with the areas of electricity, magnetism, light, optics, and modern physics. Physics’ concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics’ concepts and model practical situations. The course meets for 2 periods per week and for 2, 2 period lab sessions each week.

PHS 221 General Physics I 4
This calculus-based course deals with the areas of mechanics, thermodynamics, and wave motion. Physics' concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics’ concepts and model practical situations. The course is applicable to students majoring in pre-medicine, pre-engineering, biology, chemistry, mathematics, and science education. (Prerequisites: One year of high school physics and Calculus I)

PHS 222 General Physics II 4
This calculus-based course deals with the areas of electricity and magnetism, light and optics and modern physics. Physics' concepts related to these topics are presented, applied to practical situations, and measured and analyzed in the laboratory setting. Students make use of the computer as a tutorial aid, use a great variety of laboratory equipment (including sensors along with the computer) to procure and analyze data, and use selected software to demonstrate physics’ concepts and model practical situations. The course is applicable to students majoring in pre-medicine, pre-engineering, biology, chemistry, mathematics, and science education. (Prerequisite: PHS 221)

PMP 400 Project Management Intensive 3
It begins with 2 days of practical application of the methods and techniques that project managers use to effectively initiate, plan, execute, control and close projects. The next 3 days include intensive preparation for the PMP® examination. Students learn test-taking tips and strategies and get hands-on experience with the tools and techniques they need to understand for the test. Discussion of the extensive materials covering all of the concepts and best practices in project management get reinforced through individual work, group exercises, and practice tests.

POL 131 American Government 4
This course introduces the student to mechanics, institutions, problem and principles of American national government. It stresses the relationship of constitutional principles to American political practice. Emphasis is placed on change in the political environment and judicial interpretation of constitutional tenants as major factors in a viable and dynamic American political system. Racial and Ethnic minorities are also examined in this course.

POL 231 American Political Theory 4
A general introduction to U.S. political theory. Topics might include: peace, justice, civil liberties, war and violence, and utopian ideas. Readings will be drawn from a variety of time periods. Students will read a wide range of authors.

POL 241 Contemporary World Problems: An Introduction to Global Politics 4
Survey and examination of the current issues and problems around the world. Course will also discuss themes and approaches in the study of global politics. Students will specifically examine how the current global system is constructed and how nations interact. Topics include contemporary issues like globalization, trade, immigration, war and peace, arms control, terrorism, climate change, and global poverty.

POL 242 State and Local Government 4
State and local government is the primary contact a citizen has with government. In a creative learning experience students use Minnesota Legislature as their laboratory for learning and participating in the governmental process.

POL 250 Conventional Politics 2008 1
This course will help participants to understand what is happening during a political convention. Each day of the convention week the class will explore "Conventional Politics" and what it all means. The daily informal sessions will include speakers, presentations, and discussions.

POL 325 U. S. Business History 4
The course will primarily examine the role of business in the American economy from the colonial period to the present. The course will focus on the development of capitalism and the corporation, with an emphasis on the interaction between business firms and other institutions in American life—including labor unions and the government. Students will study business, labor, and other economic institutions starting in the 17th century and ending with the modern global corporation. Topics will include the fur trade, early American industrialization, railroads, the slave economy, the Gilded Age and Progressive Era, labor strife, and the modern corporation.

POL 331 The Constitution 4
Examination of American Constitutional developments and its history. Students will specifically study the major branches of government and their development. More specific topics would include: Bill of Rights, civil liberties. Judicial review, war powers, federalism, and the amendments.

**POL 332** The Cold War: A Global Perspective 4
This course examines the causes, actions, and results of a conflict between world's superpowers that shaped the direction of global affairs for more than forty years. The course will allow the students to view the Cold War through the eyes of the United States, the Soviet Union, their allies, and many other countries that served as proxies during this period. The international system will be emphasized.

**POL 334** U.S. Foreign Policy 4
This course examines the goals and consequences of American foreign policy from the founding of the republic to the present day. Topics include commercial and territorial expansion, America's relationships with other states and nations, World Wars I and II, the Cold War, Vietnam, U.S. Imperialism, and the current conflicts over terrorism and natural resources. Special emphasis will be placed on how foreign policies are formulated. The perspectives of other peoples and nations will also be emphasized.

**POL 337** Parties, Campaigns, and Elections 4
Analysis of party organizations, campaigns, and presidential and congressional elections in the United States. Attention will be given to state and local party structures and activities, third-party movements, and historical patterns of voting behavior.

**POL 340** Slavery and Freedom in the Americas 4
This course explores the history and demise of chattel slavery in the Americas by using a global approach to examine developments and conditions of slavery and emancipation in Latin America, the Caribbean region, and the United States. By comparing slavery in the U.S. to other slave systems the class will explore whether the legacy of race relations in the Southern U.S. was exceptional or typical. Topics will include: the Atlantic slave trade, slave life and slave culture, the expansion of slavery in the southern United States, resistance to slavery and violent revolution in Haiti, the long demise of slavery in the Americas, and the efforts of freed people to give meaning to their "new birth of freedom."

**POL 341** The Civil Rights Movement in the U.S. 4
This course will explore the major campaigns, personalities, organizations, and guiding themes of the Civil Rights Movement in the United States. This course will focus on the "long civil rights movement"; that portion of the struggle characterized by an organized mass movement(s) from World War II through the 1970s, highlighting the shift from protest to electoral politics. The class will place the civil rights movement within the context of American political, economic, and social institutions. It will also analyze the major historical, sociological, and political debates about the Civil Rights/Black Power movements and place those movements in the broader context of national and international developments.

**POL 353** Themes in Global Politics 4
This class will explore a specific topic or theme selected by the instructor. The course will expand students’ understanding and appreciation of Political Science, relevant global political issues, and the International political system.

**POL 390** Vietnam War 4
This course examines, from historical and political perspectives, the Vietnam War era. While an emphasis will be placed on America’s role in the conflict, international geopolitical factors will also be investigated. Other topics might include the development of Vietnamese nationalism, the Cold War, French colonialism, Washington’s initial commitment to Vietnam, the increase in American involvement from 1954-1965, the Gulf of Tonkin, the failure of military strategy, antiwar protests, the war’s legacy, and the impact of the Vietnam War on current politics in Laos, Cambodia, and Thailand, and Southeast Asia. The plight and conditions of the Hmong people, both during and after the war, will be highlighted in this course.

**POL 401** Research and Writing in Political Science 2
This serves as research and writing capstone course for all students in the Political Science program. After reading other scholars' ideas and interpretations in various classes, students will now have the opportunity to research, analyze, and write their own original work of scholarship. Students will do original research projects using primary source materials (government documents, policy reports, newspapers, election data, personal correspondence, etc.), rather than scholarly articles or books. Student can select their own topic, but must work with an instructor. Assessment goals include sound research, adequate content and coverage of the subject, strong critical analysis of sources, and writing style.

**POL 487** Readings Seminar: Topics in Political Science 2
Readings/Research Seminar in Political Science covering selected topics. This course will emphasize the use of scholarly and primary source materials, individual research, and student participation.

**POL 498** Internship or Service Learning 1
Students participate in an internship or perform a Service Learning project. These sites might include: legislature, government agencies, or other related fields of interest.

**PSY 101** Introduction to Psychology 4
This course introduces the scientific study of behavior and mental processes. Psychological, behavioral, cognitive, humanistic, psychodynamic and social-cultural perspectives are explored. Topics such as scientific method, statistical reasoning, neuroscience, learning, cognitive processes, development, psychological adjustment, therapy, social psychology, diversity and community are studied.

**PSY 190** Psychology and Human Services 1

**PSY 210** Child Psychology and Development 4
A broad sketch of human growth and development is provided from the prenatal stages to the adolescent years. Developmental processes are
studied from both a biological and social-cultural perspective to understand physical and perceptual development, cognition and language, personality and social development. Child studies of children at the students', projected levels of teacher certification are required. (Prerequisite: PSY 101)

PSY 215 Child and Adolescent Developmental Psychology for K-12 Educators
This course will provide K through 12 educators an understanding of human growth and development from the prenatal stages through adolescence. Developmental processes are studied from both a biological and social-cultural perspective to understand physical and perceptual development, cognition and language, personality and social development. Child studies, examining various aspects of child and adolescent development, are required. (Prerequisite: PSY 101)

PSY 220 Adolescent Psychology
This course examines developmental phenomena of adolescence, its physiological, emotional, cognitive, parent-child, social, vocational and religious dimensions, with opportunity for personal exposure to youth’s needs and interacting societal institutions. (Prerequisite: PSY 101)

PSY 240 Psychology and Family on Video
This course uses video as its medium to investigate a broad range of themes, concepts and ideas found in the fields of psychology, family studies and communication. (Prerequisite: PSY 101)

PSY 250 Statistics for the Social Sciences
The course covers fundamental statistical principles used to analyze social science data. Topics covered include distributions, probability, measures of variance and central tendency, correlations, regression, and inferential statistics.

PSY 270 Psychology of Stress
This course will enhance students’ understanding of the complex nature of stress. On an academic level, students will learn about the prevalence of stress in modern American society, the causes of stress, the mind-body connections with stress, and the numerous positive and negative effects that result from it. Additionally, on a practical level, students will engage in self-assessment and reflection about the stress experienced in their own lives, will learn and practice a variety of stress management strategies, and will develop a Stress Management Plan to implement in order to manage their current stressors.

PSY 300 Cognition, Learning and Memory
This course introduces students to important insights and theoretical principles of modern cognitive science. Students study human cognition, perception and attention, memory, knowledge representation, language, reasoning, problem solving, cognitive development, creativity, learning, and individual differences in cognition. (Prerequisite: PSY 101)

PSY 310 Physiological Psychology
This course will provide a comprehensive understanding of brain and nervous system physiology. The focus will be on how the nervous system governs behavioral and cognitive processes. Functional and dysfunctional physiolo

PSY 320 Sensation and Perception
Sensing and perceiving the world involves an interaction between our bodies and minds. This course explores the neuroscience and psychological principles underlying human perceptual abilities. Students will encounter different theoretical approaches to the study of this question, as well as a variety of methodological techniques. Topics to be covered include the biological basis of vision, the perception of pattern, color, depth, and spatial layout. The senses of hearing, touch, smell, and taste will be similarly addressed. The course will conclude with an exploration of the relationship between perception to knowledge. (Prerequisite: PSY 101)

PSY 330 Introduction to Counseling
Basic theory, principles, and techniques of counseling and its application to counseling settings are explored. In addition, students develop counseling skills in the following three theoretical areas: person-centered therapy, behavioral contracting, and reality therapy. The student becomes both teacher and subject in experiential laboratory sessions. (Prerequisite: 8 credits of psychology)

PSY 340 Introduction to Industrial/Organizational Psychology
Applications of psychology to business and industry: employee selection, performance appraisal, training, leadership, motivation, work environment, job design, safety, and work stress. (Prerequisite: PSY 101)

PSY 360 Abnormal Psychology
An introduction to the study of abnormal psychology. The course covers a wide range of behaviors that are distressing to a person or society or which are otherwise identified as abnormal. A comprehensive review of the etiologies of psychological disorders, discussion of available treatments and a focus on the effects that mental illness has on the individual, the family system, and society are included. Current controversies in the field are identified. (Prerequisite: PSY 101)

PSY 361 Introduction to Addictions
This course is designed to facilitate awareness of addictions including alcohol and drug abuse. Various types of addictions will be explored. Students will be introduced to treatment and prevention approaches appropriate to each addiction. An emphasis will be placed on understanding addictions in a sociocultural context. Case studies, class lectures, and on-line follow-up will assist students understanding rehabilitation approaches to addiction.

PSY 370 Introduction to Personality Theories
This course introduces the student to a variety of personality theories including psychoanalytic, behavioral, cognitive, humanistic and trait and type theories. Issues in personality measurement and assessment techniques are also presented and discussed. (Prerequisite: PSY 101)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 380</td>
<td>Research Methods with Statistical Applications</td>
<td>4</td>
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<td></td>
<td>This course covers a variety of research strategies for studying psychological phenomena. Students will conduct studies using different research methodologies and will gain experience in analyzing data and writing research reports. Descriptive Statistics, measures of central tendency, correlation, multiple regression, inferential statistics, chi-square, t-tests, analysis of variance, hypothesis testing with application to research methodologies will be taught. (Prerequisites: PSY 101, MAT 110)</td>
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<tr>
<td>PSY 381</td>
<td>Psychology Research Seminar</td>
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<td>This course is designed for advanced psychology students who have designed and implemented research projects as part of PSY 380, Research Methods with Statistical Applications. Through individual faculty mentoring, students will complete projects and prepare them for presentation and/or publication. (Prerequisites: PSY 101, PSY 380)</td>
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<tr>
<td>PSY 490</td>
<td>Seminar on Psychological Topics</td>
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<td>This course offers in-depth analysis of a selected topic in psychology such as intelligence, creativity, brain chemistry, cross-cultural psychology, group counseling and processes, advanced counseling, history and systems of psychology, psychology of religion, psychology of gender, forensic psychology, psychological testing, behavior modification, cognitive psychology and biofeedback in a seminar setting. Content determined by the needs of students and interest of psychology faculty. (Prerequisite: 25 credits of psychology or consent of instructor)</td>
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<tr>
<td>PSY 491</td>
<td>Preparing for Graduate School</td>
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<td>This course prepares students to enter graduate or professional school following graduation. In this course, students will identify strategies for preparing and taking the Graduate Record Examination, request letters of recommendation, complete application forms, and submit them to graduate or professional schools of their choice.</td>
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<tr>
<td>PSY 498</td>
<td>Psychology Internship</td>
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<td>This internship provides the student with an in-depth field experience in a work setting that provides services that are psychological in nature. The student learns to apply psychological theories and principles. The student in conjunction with the academic advisor selects an appropriate internship site which meets the needs and vocational interests of the student.</td>
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<tr>
<td>PUB 400</td>
<td>Returning Student Seminar</td>
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<td>This course covers areas critical to learner success including goal-setting, library resources, writing, personal life balance, and basic computer literacy. This course models the collaborative learning and self-direction of the program, preparing students to make the most of their degree program.</td>
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<tr>
<td>PUB 401</td>
<td>Introduction to Public Safety and Security Studies</td>
<td>3</td>
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<td>This course applies successful concepts of community and problem oriented policing to other areas of service provided to communities. Research and trends of community-oriented paradigms are explored as students share models they have experience with, as well as exploring innovative programs elsewhere. The emphasis of this course is bringing together individual, public and private resources to collaboratively respond to public safety and security issues.</td>
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<tr>
<td>PUB 410</td>
<td>Systems Thinking in Public Safety</td>
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<td>Given the dynamic complexity of organizations, it is vital that professionals have an understanding of how organizations and systems interact. This course provides the skills to diagnose interactions and engage in finding solutions to problems using systems thinking. Systems thinking serves as one of the threads of continuity running throughout this degree program.</td>
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<tr>
<td>PUB 415</td>
<td>Biblical Christianity</td>
<td>4</td>
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<td>Students study selected Old and New Testament texts and explore the historical Biblical perspective of Christianity in the context of grace and the Gospel of Jesus Christ. Students learn how religious issues have been addressed and incorporated in different eras of history. Students learn how Christianity has shaped elements of culture and organizational life, how Biblical principles can shape individuals for strong leadership roles, and how to better understand Christians in the workplace within a Judeo-Christian culture.</td>
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<tr>
<td>PUB 420</td>
<td>Homeland Security Resources</td>
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<td>An in-depth exploration of how different resources interact and complement each another, including fire, police, emergency medical, emergency management, military, community and private resources. The unique resources of each are explored, as is how they can best work together for maximum efficiency.</td>
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<tr>
<td>PUB 425</td>
<td>Working with Federal and Local Government</td>
<td>3</td>
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<td></td>
<td>Explains the Federal Emergency Management Agency, its resources and processes for obtaining a disaster declaration and making applications for government aid, as well as opportunities and expectations of local and private entities.</td>
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<td>PUB 430</td>
<td>Legal and Legislative Issues</td>
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<td></td>
<td>Provides an understanding of what law affects public safety and security professionals and how to find it. This course will examine constitutional, administrative, civil and criminal law issues impacting professionals working in the public safety and security fields.</td>
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<td>PUB 433</td>
<td>Risk Management for Safety and Security</td>
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<td></td>
<td>This course provides insight into risk assessment and mitigation from both a private and public perspective. Students will explore methods by which professionals analyze and respond to risk in order to protect assets (be they public or private) while insuring a safe environment for employees and those people working, traveling and living in the community.</td>
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</table>
PUB 435 Philosophy of Values and Ethics
Students examine the issues of accountability in government and business regarding human rights and ethics through readings, classroom discussion and debates. Exploring both ethical theory and personal values, students develop a system for making ethical decisions on their personal, public and work lives.

PUB 440 Writing for the Public Safety and Security Professional
This course teaches students to identify issues; know and access databases; discern what is legitimate information; manage the data, and present information in an articulate, professional manner in APA style.

PUB 445 Media Relations & Politics
This class explores the role of the media as it affects the public safety and security fields. In this class students will learn how best to interact with the media, as well as how to write press releases, organize news conferences, and submit informational articles for publication. The role of information officers and spokespeople will be explored.

PUB 450 Organization and Administration of Public Safety, Security and Homeland Security
This course is a scholarly consideration of the concepts, principles and analytical tools for effectively administering public safety and security services. Students will examine the critical application of strategic management skills in operational environments that are ever-changing, under intensive scrutiny by the public and media, while being limited by legal, financial and political constraints.

PUB 455 Incident Management
This course provides a model for incident management that will apply to a range of operations from department organization to disaster response. It is based on nationally recognized incident management and command models that have brought order to even the most catastrophic events.

PUB 460 Contemporary Issues in Public Safety and Security
Updates on timely issues including terrorism, severe weather, bio-hazard releases, and SARA Title III requirements.

PUB 470 Public Safety and Security Wellness
The nature of public safety & security exposes the care givers and those being cared for to unique stress. This course examines stress from the perspective of the individual, helping them develop a strategy to prepare for, identify and respond to stress. This course also explores what is expected of supervisors, managers and administrators when dealing with stress impacting subordinates, as well as stress experienced by victims of emergencies and disasters.

PUB 490 Portfolio and Synthesis
This final course is designed to help learners reflect on all they have done during this degree program. Students will synthesize all they have learned. Preparation of a professional and educational portfolio or e-folio will cap the learning experience.

PUL 220 Epidemiological Foundations
This course is designed to provide students with a historical background in epidemiological studies. The course is also designed to expose students to the principles and concepts necessary for understanding the basics of epidemiological activity and classical epidemiological investigations. By applying knowledge from a range of disciplines, epidemiologists are able to more adequately study disease, wellness and other health-related events in populations. The ultimate goal of this course is to stimulate a desire for further education in epidemiological course work.

PUL 301 Principles of Healthcare Systems
The objective of this course is to provide the students with a basic understanding of the healthcare system. As the participants progress through the course they will build their healthcare vocabulary, strengthen their understanding of healthcare concepts and have the opportunity to experience healthcare decision making through the evaluation of case scenarios.

PUL 322 Compliance and Regulatory Requirements
The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.

PUL 329 Advances in Pharmacology in Critical Care Medicine
This course is designed to help broaden the health care professional’s knowledge of pharmacology. Topics include types and effects of drugs, including diagnostic imaging contrast media. Pharmacology, pharmacokinetics, and pharmacodynamics of drugs commonly used in ancillary health care are presented. Students taking this course will also study the most recent FDA approved medications and understand the current state of respiratory care practice in today’s health care environment.

PUL 330 Multi-Specialties in Respiratory Therapy
This course outlines the diverse disciplines in the Respiratory Therapy profession ranging from acute care to chronic management. It gives Respiratory Therapists the opportunity to develop more understanding of professional diversification of other specialties in their field, including Sleep Medicine, neo-Peds, Specialization, Flight Medicine, Home Care, and others. This seven week extensive course will identify the needs, demand and unique requirements for each specific specialization. Respiratory Studies will be implemented based on current guidelines, practices and procedures of accredited professional standards in Respiratory Care.

PUL 331 Advancement in Critical Care Monitoring
This course focuses on the advanced medical and respiratory care needed for the critically ill adult patients. Among the topics covered are
cardiopulmonary assessment of trauma, postsurgical, cardiac and renal patients. The course will also provide instruction in advanced cardiac life-support.

PUL 332 Advanced Cardiopulmonary Sciences 4
This course provides students with techniques and methods used to analyze and evaluate the health status of critically ill patients. This course has an emphasis on the respiratory, cardiovascular and renal systems and is beneficial for students who work within a critical care facility.

PUL 342 Healthcare Information Systems 4
This course examines the intricate interlocking healthcare technology systems from patient self-service to data entry by the practitioner. Additionally, students will explore security, legal and ethical implications associated with electronic healthcare systems. Finally, students will learn about enterprise healthcare information and management systems that contribute to ensuring quality patient care.

PUL 400 Health Psychology 4
This class is designed to help students learn those skills necessary in forging a bridge between the client-learner’s thoughts, feelings and actions by integrating thought and behavior into one synergistic approach to the delivery of health education that can accommodate the whole person. Cognitive techniques, such as such as lecture discussion, readings, presentations, collection of data and specific planning combined with the behavioral components of emotion and action will help in bringing about this synergistic process.

PUL 415 Biblical Christianity for Thoughtful People 4
The question, “What is religious thought?” will be explored in the light of American culture. Students wrestle with basic questions of life, such as “What is the meaning of life?” World religions are discussed from the perspective of a Christian belief system. This course satisfies a general education requirement.

PUL 435 Ethics and Decision Making in Health Care Environments 4
This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical healthcare decisions will be evaluated. The roles and responsibilities of healthcare professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.

PUL 490 Senior Research Capstone 4
This course provides the foundation for the research project. The students will engage in a literature survey of research in the instructor’s area of expertise and develop a research proposal consisting of a research hypothesis, a rationale for the work and experimental design.

RAD 222 Pathological Foundations 4
This course is designed to provide students with a historical background in pathological studies. The course is also designed to expose students to the principles and concepts necessary for understanding the basics of pathological investigations. By applying knowledge from a range of disciplines, pathologists are able to more adequately study disease, wellness, and other health-related events in populations. The ultimate goal of this course is to stimulate a desire for further education in pathological course work. Also includes the study of cell response to radiation and chemotherapy.

RAD 250 Leadership Communication 4
This course emphasizes the communication processes of leadership with particular focus on assessing and researching leadership skills, strategic organizational planning, decision making, problem solving, mentoring employees, collaborative team management skills, cultivating a supportive work environment, change management, facilitation and meeting management skills, presentation skills and interviewing skills.

RAD 300 Strategic Leadership of Resources, People, and Teams 4
The strategy process represents an essential opportunity for health care leaders to establish, implement and guide the organization’s direction in these turbulent waters of changing distribution systems. Students will look at the strategies of health care organizations in an increasingly global and competitive marketplace.

RAD 310 Writing for Healthcare Professionals 4
Healthcare professionals at all levels must demonstrate professionalism as strong communicators not only verbally, but as writers as well. This course will lay the ground work of writing expectations in the program and serve to remediate as needed.

RAD 322 Compliance and Regulatory Requirements 4
The focus of this course is to examine the role law plays in the everyday operation of our health care system from the management perspective. Key topics will include: The Affordable Care Act of 2010, Corporate Compliance and Integrity, Fraud and Abuse, health care laws, and health care regulatory agencies. Laws and bills related to health care in the State of Minnesota will be examined and followed.

RAD 330 Communication Strategies for Conflict Management 4
This course provides an overview of the nature and functions of communication in human conflict. Professionals develop communication skills, such as listening and collaboration, which are necessary for managing conflict productively in interpersonal, organizational and intercultural contexts. Professionals will gain an understanding of patterns, research and processes associated with conflict management styles, and civility. This course will also address how language, perception, gender communication, and generational differences and context influence the conflict process.

RAD 350 Healthcare Diversity and Global Issues 4
Students use literature, interviews and class discussion to explore the values, beliefs, customs and perceptions represented in various kinds of
diversity affecting social and economic life. Students explore the obligations and implications of equal opportunity in organizations while they develop organizational strategies to benefit from diversity in the United States and abroad.

**RAD 400 Organization Development for HR Professionals**
This course will help HR leaders understand organization development from a leadership and HR perspective. Students will build their capacity to facilitate complex change initiatives using change theories, models, and concepts. Students will demonstrate an understanding of how a complex organizational environment is driving the need for continuous change. Moreover, students will develop skills in planning for change, communicating change, and holding individuals accountable for results. Students will also demonstrate an understanding of how change impacts individual performance.

**RAD 435 Ethics and Decision Making in Health Care Environments**
This is a foundational course in ethics for individuals pursuing vocations of service in health care. Students will have a greater understanding of the ethical principles that are applied to the delivery of health care services and the processes for making sound ethical decisions. Students will develop models of decision making that are consistent with core personal values as well as the ethical standards of their professions. Motivations for ethical healthcare decisions will be evaluated. The roles and responsibilities of healthcare professionals will be explored on the basis of Christian values as well as assumptions drawn from reason and societal norms and expectations.

**RAD 440 Legal Environment for Healthcare Managers**
This course integrates the treatment of law and management. It helps managers and leaders spot legal issues before they become legal problems and emphasizes developing the legal astuteness to craft solutions that attain core organizational objectives without incurring undue legal risk. Traditional legal concepts are discussed as well as current topics in developing areas of the law. An emphasis on ethical concerns stimulates understanding of how managers must incorporate considerations of ethics and social responsibility into their managerial actions.

**RAD 490 Senior Seminar**
The students will engage in a literature survey of research in the instructor's area of expertise and develop a research proposal consisting of a research hypothesis, a rationale for the work and experimental design. Students learn professional presentation skills and combine research and theory to develop individualized synthesis projects which examine research problems and answer a particular research question that has specific application in their occupation.

**RLG 415 Biblical Christianity for Thoughtful People**
The question, “What is religious thought?” will be explored in the light of American culture. Students wrestle with basic questions of life, such as “What is the meaning of life?” World religions are discussed from the perspective of a Christian belief system. This course satisfies a general education requirement.

**SAC 430 Biblical Christianity for Thoughtful People**
The question, “What is religious thought?” will be explored in the light of American culture. Students wrestle with basic questions of life, such as “What is the meaning of life?” World religions are discussed from the perspective of a Christian belief system. This course satisfies a general education requirement.

**SAC 444 Communicating for Advocacy**
This course will focus on effective communication skills. Students will become acquainted with communication theories. Attention is given to the tools, skills, and techniques needed for building effective partnerships.

**SAC 445 Management and Administration**
This course explores the issues of leadership and administration for school-age programs. Issues of day-to-day mechanics, staff motivation, and personal leadership readiness are topics in this course.

**SAC 455 Special Needs in School-Age Programs**
This course explores the issues involved in the guidance and nurturing of children who have medical, social, or emotional needs. Attention is paid to advocacy and etiology. Students will gain understanding in effective inclusion practices that support the growth and development of all children and youth.

**SAC 465 Programming for Positive Development**
This course explores research on Developmental Assets and Brain-Based Compatible learning with a focus on developing proactive applications of this research to the environment, activities, techniques, and interactions that facilitate positive socio-emotional development in children and youth. Positive development is emphasized through everyday programming and experiences.

**SCI 105 Principles of Physical and Life Science**
Set up a variety of inquiry investigations using everyday household items. You will be engaged in a variety of hands-on activities throughout this course. Both physical and life science areas will be covered.

**SCI 110 Basic Physics**
The course introduces physics in a non-threatening manner. Explore the physics of rollercoasters, parachutes, air pressure and much more.

**SCI 205 Topics in Conservation**
Students explore current issues in environmental science examine in-depth, such as water quality, oil drilling, or wildlife management. This class addresses how those issues are seen from different political, economic, and conservationist views.

**SCI 209 Introduction to Environmental Science**
Used to identify key issues and relationships in environmental issues like economics and ethics in environmental use and planning, and issues
relative to pollution, natural resource use and conservation, biodiversity, and global climate change. No "technical" science knowledge is needed.

SCI 250 Basic Science Principles
You may think you know nothing about science, but this fun interactive class will make science accessible to you. Chemical reactions, polymers, physics, and natural sciences will be presented in an interesting and entertaining way.

SCI 251 Age Appropriate Science Curriculum
As most adults working with young children are aware that they are natural scientist. Build on this natural tendency by offering age-appropriate science experiences in your early childhood or school-age classroom curriculum. This hands-on class will provide a wealth of science experiences for children of all ages. Graduate credit requires extra assignments.

SCI 556 Research as Pedagogy
This graduate-level course is designed to provide intense research experiences for 9-12 Life Science educators to enhance use of life science research techniques and the use of research as pedagogy in the classroom.

SLS 300 Introduction to Professional Selling
This course will introduce students to the skills, concepts, tools and techniques in professional selling: business to business, business to employee and personal selling.

SLS 350 Advanced Professional Selling
The course will focus on advanced professional selling concepts, tools and techniques focusing on key account selling and relationship management.

SLS 400 Sales Management and Business Development
The course will focus on concepts, theories, tools and techniques to manage the sales force in an organization such as recruitment and talent management and sales technology management. The course will also focus on effective strategies to develop business opportunities through case studies and other tools.

SLS 460 Sales for Social Impact
This course will explore strategies for both sale of products that have a social impact (such as green products) as well as strategies to integrate sales within an environmental or social context (percent of sales going to reduce the company's carbon footprint).

SOC 152 Introduction to Sociology
This course provides an introduction to the systematic study of society and social behavior. Investigation will focus on the values and norms shared by society’s members, the groups and institutions that compose social structure, and the forces that are transforming social reality.

SOC 208 Sociology and Psychology of Leadership
This course examines the role of society in organizational leadership. This interactive course is designed to help understand the impact of social-cultural perspectives on professional decision-making. Overview of topics: social conformity, conflict resolution, and cognitive distortions.

SOC 210 Rise of Civilization
Students taking this course will gain an understanding of how civilizations tick -- how complex societies both develop and collapse, while focusing on the continuity between the ancient world and the present. Thus we will look at many of the ancient civilizations commonly held to have given rise to western civilization: the Mesopotamian civilizations, Egypt and the Mediterranean world, especially Greece and Rome.

SOC 252 Social Problems
Students identify and analyze social problems that are social-structure in origin and discuss potential responses. Using the concept of “sociological imagination,” the problems of individual members of society are seen within the broader context of society as a whole. Specific social problems studied include drug abuse, poverty, crime, and aging.

SOC 253 Marriage and Family
This course considers the family as one of the primary social institutions within the larger social system. It explores the family’s internal structure and functioning, how it serves the needs of both individuals and society, how it is changing in contemporary American society, and the societal challenges of families in crisis. (Prerequisite: SOC 152)

SOC 254 People and Culture of South East Asia
This course explores the people and culture of countries in Southeast Asia including Thailand, Vietnam, Cambodia and Laos. These Southeast Asia countries known for their ancient culture, increasing modernization and breathtaking beauty, provide a rich setting for interdisciplinary learning. This course is designed to introduce students to the region’s history and culture. Students will learn about language, literature, history, religion, economics, politics, education, arts and other aspects of Thai, Vietnamese, Cambodian and Laotian cultures. Students will receive an orientation prior to the trip that will acquaint them with the course and its learning objectives. Classroom instruction and cultural appreciation will be integrated with the cultural tours. Particular attention is given to the Hmong experience in two comparative contexts: Southeast Asia, and the United States. The program will take place in a number of southeast Asian countries: Thailand, Cambodia, Laos, and Vietnam.

SOC 256 Introduction to Criminal Justice
The course uses a sociological perspective to analyze the meaning of crime for a society, theories of criminal behavior and crime prevention. Emphasis is placed on understanding the law enforcement, judicial and corrections systems. Current issues such as police discretion, gun control, capital punishment and corporate crime are examined. (Prerequisite: SOC 152)
SOC 258 Careers in Criminal Justice Private Security
This course will allow students to explore the many career opportunities in criminal justice and private security. Students will be given factual information, career guidance and an overview of what this field has to offer. Students who would like to know more about the criminal justice field as well as those planning on or are currently majoring in this area will benefit directly from the content covered.

SOC 322 Technology and Society
This course will examine the relationships between the contemporary American society and the new technologies that have recently emerged (e.g., the Internet, cell phones, video-games, etc.). The class will look at how fundamental social processes of communication, friendships, intimate relationships, social capital development, community building and political participation transform as a result of new technologies

SOC 325 Minnesota Criminal Codes and Statutes
The course covers the elements and effects of the Minnesota Criminal Code. Students study basic procedural law; crimes against persons, crimes against property, juvenile law, traffic law, and laws relating to domestic violence. Pertinent court cases are discussed in relation to each topic. (The course is required for students who intend to take the POST exam for Minnesota law enforcement officers.)

SOC 351 Juvenile Justice
The course examines the nature and extent of juvenile crime in American society. It includes an analysis of the historical and intellectual foundations of the juvenile justice system and the interpretation of Constitutional law as applied to children. Emphasis is placed on the role of the family and community in the prevention and treatment of delinquency. (Prerequisites: SOC 152, SOC 256)

SOC 352 Police and Community
Though this course addresses the primary purposes and functions of policing, instructional priorities include scientific police management; the dynamics of community policing; theories underlying crime prevention and control; the ability of law enforcement of effectively address cultural diversity, police ethics; emerging technologies; and the application of Constitutional and Minnesota State law and procedures to current practice. (Prerequisites: SOC 151, SOC 256)

SOC 353 Themes in Adult Development and Aging with a Lifespan Perspective
This course explores a variety of themes in development throughout the lifespan beginning with youth and ending in the last stages of adulthood including aging, death and dying. Lifespan, sociological, psychological, and family science perspectives will be used to examine a variety of themes.

SOC 354 Sociology of Law
This course examines the formal, public responses to crime. It includes a discussion of the nature of criminal law and its purposes and the classification and grading of various criminal wrongs. Case law examples are used to enable students to understand, critique and apply criminal laws to situations in contemporary society. (Prerequisites: SOC 152, SOC 256 or consent of instructor)

SOC 357 Class and Community
This course analyzes the nature and functions of American social class and community life. The primary focus is on patterns of social inequality and resulting systems of stratification, both of which are evaluated in terms of their consequences for the individual and the community. The debate of rights versus responsibilities forms the basis of inquiry into the individual-community relationship. (Prerequisite: SOC 152)

SOC 358 Minority Groups
Students study various racial, ethnic, and other social groups in the broad context of American society. Attention is given to the concept of minority status as it relates to prejudices, discrimination and segregation in contemporary life. (Prerequisite: SOC 152)

SOC 359 Social Welfare as an Institution
This course examines basic social welfare theory and methods in order to understand the structure and function of public and private welfare in American society. Social welfare is examined as part of the larger American social structure, reflecting cultural values as well as political and economic processes. Attention is given to several areas of social welfare in which specialization has occurred, including work with the elderly, the chemically dependent and battered children and adults. (Prerequisite: SOC 152)

SOC 451 Social Psychology
Students examine how the individual’s personality, behavior and attitudes are shaped through interaction with others. The course deals with such issues as conformity, persuasion, aggression, altruism, and attraction. Individual behavior is understood in light of symbolic communication and the social construction of the self. (Prerequisite: SOC152 or PSY101)

SOC 452 Social Organization
This course addresses the fundamental question of how and why social organization is possible. Attention is given to major concepts and theories of social structure, forms of social organization (groups, communities, networks, formal organizations), basic social processes (integration, differentiation, regulation, change), the emergence of social organization from individual decision-making, and the sociology of work and occupations. (Prerequisite: SOC 152)

SOC 453 Social Theory
This class provides an overview of classic and contemporary theory including a discussion of the works of Karl Marx, Max Webber, Georg Simmel, Emile Durkheim, George Herbert Mead, Talcott Parsons, Ralf Dahrendorf, Anthony Giddens, and others. Social theory is examined as a continually evolving process that both inspires and enlightens sociological research. **This course serves as the capstone experience for the sociology major. (Prerequisite: SOC 152)
This course explores empirical sociological investigation, covering principles of scientific inquiry, research design (surveys, experimentation, field research, secondary source analysis, evaluation research), data collection, and data analysis (descriptive and inferential statistics). (Prerequisites: SOC 152, MAT 110)

SOC 454 Sociological Research Methods and Statistics 4

This course is an examination of the social/emotional needs of learners in contemporary classrooms and research-based practices for meeting those needs. It also provides teachers of students with emotionally/behaviorally disorders an understanding of and practice with positive interventions for the general education classroom. The historical, theoretical, and educational perspectives concerning children and youth who

SOC 498 Criminal Justice Internship 1

Students participate in internships in social service agencies, local government, urban studies and related fields of interest under supervision of field professionals and staff members of the sociology department. (Prerequisites: SOC 152; sociology majors only)

SPA 101 Beginning College Spanish I: First Semester 4

This course introduces basic vocabulary along with present and past tense verbs. Cultural notes and short readings are included along with the basic grammar. Immediate use of the language is encouraged.

SPA 102 Beginning College Spanish II 4

This course continues vocabulary building through short readings and dialogues in simulated real-life situations. Grammar concentrates on past tense review, present subjunctive, perfect tenses, the future, commands, and object pronouns. Cultural readings and film are included. (Prerequisite: SPA101 Beginning Spanish I or equivalent, usually two years of high school Spanish)

SPA 201 Intermediate College Spanish I 4

In this course basic grammar is reviewed with increased emphasis on composition and conversation. An accompanying reader is included to expand vocabulary and recognition of familiar structures as well as provide literary and cultural material for discussion. Verb tenses include an introduction to the subjunctive. (Prerequisite: SPA102 Beginning Spanish I: Second Semester or equivalent, usually two years or more of high school Spanish)

SPA 202 Intermediate College Spanish II: Second Semester 4

This course is a continuation of SPA201 with the same texts. Continued refinement of writing and conversational skills with emphasis on cultural issues is featured. Verb study is expanded to include all tenses. (Prerequisite: SPA201 Intermediate Spanish II: First Semester or equivalent, usually two years or more of high school Spanish)

SPA 301 Advanced Spanish I 4

An advanced Spanish language course focusing primarily on grammar review and writing with regular conversation sessions. The course includes intensive and detailed work in expository and creative writing, syntax, stylistic and idiomatic usage. There is also some introduction to advanced translation in Spanish. (Prerequisite: SPA202 Intermediate Spanish II: Second Semester or equivalent, usually three years of high school Spanish)

SPA 302 Advanced College Spanish II 4

An advanced Spanish language course focusing primarily on vocabulary expansion and conversation with some writing exercises and structure review. Conversational practice with special emphasis on aural-oral skills. A variety of reading material is assigned as preparation for class discussion. Videos, movies, and audiotapes may also be assigned. (Prerequisite: SPA202 Intermediate Spanish II: Second Semester or equivalent, usually three years of high school Spanish)

SPA 401 Advanced Spanish IV: Topics in Spanish Linguistics, Writing or Culture 4

This course is designed to provide the student with advanced Spanish language proficiency. The specific topic may vary depending on the year and the instructors. Examples might include Spanish in the Workplace, Spanish Linguistics, or other related topics.

SPA 402 Advanced Spanish IV: Readings in Contemporary Spanish Literature 4

A course designed to expose the student to representative writers of current trends in the literature of Spain and Latin America. Some literary movements explored are magic realism, post modernism, feminism, and the testimonial novel. The student will read novels, short stories, theater, poetry, and view occasional films. Authors may vary from year to year. (Prerequisite: SPA302 or consent of instructor based on interview and proficiency test)

SPA 403 Advanced Spanish IV: Voices of Latinos in the United States 4

A course designed to examine the stories of Latinos in the U.S. as told by them. Authors read are of Puerto Rican, Cuban, Dominican, and Mexican American origin. Special emphasis is placed on practices and values held both here and in the cultures of origin. Such subjects as family, social and economic struggles, individual aspirations and spiritual needs are covered. Language issues are highlighted and film is used to complement the readings.

SPA 498 Spanish Internship 1

SPED 572 Special Education: General Education Practicum 2

SPED 580 Education of Exceptional Learner 3

A study of historical and contemporary issues in education of learners with differentiated needs.

SPED 581 Teaching Students with Learning and/or Behavioral Needs 3

This course is an examination of the social/emotional needs of learners in contemporary classrooms and research-based practices for meeting those needs. It also provides teachers of students with emotionally/behaviorally disorders an understanding of and practice with positive interventions for the general education classroom. The historical, theoretical, and educational perspectives concerning children and youth who
manifest learning disabilities will be considered utilizing diagnostic and remediation of weaknesses in basic content areas. Special emphasis will be placed on teaching cognitive instructional strategies.

**SPED 582**  
Teaching Students with Linguistic Differences and Difficulties  
A study of the issues and approaches to educating a culturally and linguistically diverse population and those with reading difficulties.  

3

**SPED 583**  
Collaboration in Inclusive Settings  
A Study and applied practice in collaboration teaching between general educators and special educators and paraprofessionals in both settings.  

3

**SPED 584**  
Interventions for Students w/Serious Emotional Disturbance  
This course addresses the issues of students with disabilities whose behaviors are so severe as to warrant attention of or intervention through the criminal justice system. The unique nature of the juvenile justice system and its impact on the student’s education, the variety of services and resources available for students identified with disabilities, as well as appropriate academic and social-emotional programming options for students with disabilities is discussed.  

3

**SPED 586**  
Assessment of Learners with Special Needs  
This course develops competencies in the use and interpretation of instruments to measure educational achievement, learning discrepancies, and inferential thinking and conceptual development. Emphasis is placed on the ability to develop and use formal and informal measures to monitor the progress of students and to determine the occupational and social needs, abilities, and interests of students.  

3

**SPED 589**  
Collaborative Consultation Strategies for Special Education  
This course studies techniques with relation to collaborating with parents, caregivers, community services, and other support services to enhance the learning of the learner with special needs, within and without the academic setting. Special attention is given to the development of a transition IEP.  

3

**SPED 590**  
Teaching Students with Language and Math Disabilities  
An examination of the writing and mathematical needs of learners in contemporary classrooms and research-based practices for meeting those needs.  

3

**SPED 591**  
Applied Experience in LD  
Students complete supervised practice in teaching learners with special needs. Specialized methods and ongoing diagnosis are used within a clinical setting. (Prerequisites: All course work within specified licensure program.)  

4

**SPED 592**  
Teaching Students with Mental Health Needs  
An examination of the social/emotional needs of learners in contemporary classrooms and research based practices for meetings those needs.  

3

**SPED 595**  
Applied Experience in EBD  
Students complete supervised practice in teaching learners with special needs. Specialized methods and ongoing diagnosis are used within a clinical setting. Prerequisites: All course work within specified licensure program.  

4

**SSK 034**  
Praxis I: Writing  
This course develops the writing skills of those preparing to take the Praxis I examination in writing.  

3

**SSK 035**  
Praxis I: Reading  
This course develops the reading skills of those preparing to take the Praxis I examination in reading.  

2

**SSK 036**  
Praxis I: Mathematics  
This course develops the mathematics skills of those preparing to take the Praxis I examination in mathematics.  

2

**SSS 100**  
College Foundations  
Covers skill-building for achieving educational goals in colleges. Includes study skills such as textbook reading, note taking, test preparation, test taking, and research skills. Life skills such as communication skills, time management, stress management, and memory and concentration strategies are also important components.  

2

**SSS 101**  
College Transitions  
The College Transitions course guides and supports students making the transition from high school to university study. It helps students develop the necessary skills, habits, strategies, and values that will empower them to deal effectively with college life. Students with fewer than 20 transfer credits and former PSEO students who earned college credits in a high-school-setting-only are required to take this course their first semester on campus.  

2

**SSS 110**  
College Reading  
This course prepares students for the complexity and intensity of college-level reading demands. The course focuses on the types of textual material students will encounter in various academic disciplines, e.g., history, psychology, science, literature, and so on. Emphasis is placed on developing the critical thinking required by college professors when they ask students to read a text in their discipline. Students with ACT scores of less than 20 in Reading are required to take this course their first semester.  

2

**SSS 120**  
College Turning Points  
This course is designed to teach students on academic probation successful strategies, learning techniques, practical knowledge, and life management skills to stay on course in their college journey. Students use journals and class discussion to reflect on personal mindsets and decision-making.  

2
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>SSS 150</td>
<td>Career Exploration and Assessment</td>
<td>Students relate self-understanding, life-style choices, personality inventory results, and career information to decisions about their own careers. Students will apply new insights about themselves to their investigation of career options and future life plans.</td>
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<tr>
<td>SSS 200</td>
<td>Leadership Development</td>
<td>Learn about your own leadership potential and build skills in conflict management, boundary-setting, team-building, group facilitation, stress management, and morale boosting. Apply concepts in ethics, servant leadership, emotional intelligence, and leadership styles to your own life and roles today while developing strengths for your future. (This class includes a service-learning component.)</td>
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<tr>
<td>SSS 201</td>
<td>Transfer Transitions</td>
<td>The Transfer Transitions course guides and supports transfer students entering the Concordia University community by familiarizing them with campus resources, campus culture, and opportunities for success. The course fosters a smooth, effective, and efficient college to college transition. Designed for transfer students who have completed 20 – 90 college-level credits.</td>
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<tr>
<td>SSS 230</td>
<td>Service-Learning Costa Rica</td>
<td>This intensive month-long course is offered for CSP students participating in the Concordia University System study abroad consortium in Costa Rica. Students will have the opportunity to contribute to community development initiatives and discover their gifts through a service-learning placement in the community. Students will be placed in a community organization for 12-15 hours/week and participate in weekly reflection classes. The course offers direct interaction with locals and enhances students' Spanish skills. Service-learning adds a unique dimension to the study abroad experience, resulting in a greater understanding of the language, culture, and community of the host country.</td>
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<tr>
<td>SSS 498</td>
<td>College Transitions Intern</td>
<td>This internship experience allows students to build leadership skills, mentor first-year students, and foster a relationship with a College Transitions instructor. The College Transitions Intern will model positive student behavior, plan and implement Welcome Week or other activities, attend every College Transitions class period, work with the assigned College Transitions section as a group, meet each student from their section individually, attend monthly Peer Advisor in-service sessions, maintain and turn in weekly journal entries, and develop a good working relationship with the College Transitions instructor.</td>
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<tr>
<td>THL 100</td>
<td>The Biblical Heritage of Christianity</td>
<td>An investigation of the sacred literature and basic theological expressions of the Christian tradition. The course emphasizes the covenant dealings of God with His people and the completion of the old covenant in God's new covenant in Jesus Christ. Students will read selected portions from each major division of the Old and New Testaments and will explore themes taken up by the ecumenical creeds. This course fulfills the introductory general education requirement for Theology and counts toward the minor in Religion. (THL100 is not open to students enrolled in or having taken THL 203, THL 206 or THL 303)</td>
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<tr>
<td>THL 101</td>
<td>Themes in Christian Thought</td>
<td>Students are introduced to the life of Christ and the impact of His life on the Early Church through the reading of Luke/Acts and Romans. Students examine major themes of Christianity, and how these themes play out in culture, artwork, books, movies, and Christian service addressing human need.</td>
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<tr>
<td>THL 203</td>
<td>Old Testament Narrative</td>
<td>A survey of the narrative of the Torah, the Former Prophets, and the Writings. Special attention is paid to the concepts of promise, law, covenant, grace, and the presence of God in the story of God's people. The course concludes with a survey of the intertestamental period and the Old Testament apocryphal literature. This course is required for the minor in Confessional Lutheranism. It is not a general education course.</td>
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<tr>
<td>THL 206</td>
<td>New Testament</td>
<td>An introduction to the historical context and literature of the New Testament. Students master the stories and teachings of early Christianity, practice the use of the tools of biblical interpretation, and grow in their ability to read texts of the Bible in their historical and literary contexts. This course fulfills the introductory general education requirement for Theology, counts toward the minor in Religion, and is required for the minor in Confessional Lutheranism.</td>
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<tr>
<td>THL 241</td>
<td>Church History</td>
<td>A panoramic survey of Christian history and thought from the apostolic age to the present. As such, the course traces the church's institutional history, its theology, its worship life, and the history of its missionary expansion against the larger political, intellectual, and socio-cultural backdrop. This course is required for the minor in Confessional Lutheranism. It is not a general education course.</td>
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<tr>
<td>THL 242</td>
<td>On Being a Christian</td>
<td>The question, &quot;What is Christianity?&quot; will be explored in light of American culture, which impacts both the questions people ask and the answers being offered. After surveying the teachings and history of Christianity, students will wrestle with basic questions of life, such as &quot;Who am I?&quot;, &quot;What is the meaning of life?&quot;, &quot;How are we to make moral choices?&quot;, &quot;Why is there suffering in the world?&quot; with Christianity as the centerpiece for ultimate answers.</td>
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<tr>
<td>THL 250</td>
<td>Religions of the World</td>
<td>Major religions are surveyed in terms of artifacts, behaviors, emotions, beliefs, values, world views, and histories. Surveys will be done of the religions in the Far East, Animism, Islam, Judaism, Christianity, and the cults. This course fulfills the general education Global Studies requirement. It does not fulfill the general education requirement for Theology. It is required for the minor in Religion.</td>
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</table>
THL 303 Old Testament II
A study of the major and minor prophets; Psalms and wisdom literature; and apocalyptic literature. The course will examine the nature of prophecy, and the nature of worship and response to God's gifts and struggles in life. The overarching framework is God's covenant promise to be with His people and an analysis of how the people responded. This course is required for the minor in Confessional Lutheranism. It is not a general education course.

THL 320 Global Christianity
The question “What is Christianity?” will be explored from a global perspective. After surveying the state of Christianity, its teachings, and practices, students will wrestle with basic questions of life and Christian vocation in the third millennium. A major component of the course will be study of worship practices of areas churches representing diverse cultural and immigrant groups. This course fulfills the intermediate general education requirement for Theology and counts toward the minor in Religion. (Prerequisite: THL 100 or THL 206)

THL 325 Christian Ethics for the Professional
This course uncovers a foundation for the discussion of ethics and vocation in the chief elements of Christian doctrine and in the writings of major Lutheran theologians. Both ethical theory and personal values are explored. Students examine issues of accountability in business, sport, and politics through classroom discussions, and debates. In conversation with Christian themes, students develop a system for making ethical decisions in their personal lives as well as in public and employment situations. This course fulfills the intermediate general education requirement for Theology and counts toward the minor in Religion. (Prerequisite: THL 100 or THL 206)

THL 330 Our Living Faith
A study of the content and effective application of the Christian understanding of creation, redemption, and sanctification; with an exploration of the biblical basis, the conceptual framework and the contemporary significance of the historic doctrines of the church. This course is required for the minor in Confessional Lutheranism. (Prerequisites: THL 203, THL 206)

THL 331 Seminar in Theology
A study of the nature, tasks and methods of Christian theology on the basis of primary sources from the Old and New Testaments, the Lutheran Confessions and representative writings from the classical Christian tradition. Students' readings and subsequent discussions will explore the variety of questions addressed in selected periods of Christian history, paying special attention to how the gospel is implicitly or explicitly an issue in these theological debates. This course is required for the major in theology. It is not a general education course. (Prerequisites: THL 203, THL 206, THL 241, THL 330)

THL 334 Love and Hate
These two words bring forth a wide variety of actions, emotions, mind-sets, and frameworks for life. Students will spend a significant amount of time examining texts that speak of love and hate in the Bible. But the course will range widely to evaluate concepts of love and hate during various eras, in such diverse areas such as psychology, philosophy, history, literature, politics, and as conveyed in various media. The goal will be to understand various ways of addressing the subject of love and hate in secular and theological settings. This course fulfills the intermediate general education requirement for Theology and counts toward the minor in Religion. (Prerequisites: THL 100 or THL 206)

THL 336 Evil Meets Good
From earliest days of human history, people have struggled with the significance of evil and wickedness, especially in a world created by a God who is all and only good. Events such as the 9/11 attacks on the World Trade Center and the Pentagon have deepened the questions, especially for Americans. This course will probe this conversation through interaction with some of the classic expressions of humanity’s understanding of good and evil, in the process considering texts from both Christian and non-Christian viewpoints. It will encourage students to wrestle with some of the key biblical texts that deal with this question, spending significant time in particular with the book of Job. Students will endeavor to provide their own thoughtful and informed understanding of this classic struggle to understand why evil exists in this world – and how we are to live with that reality. This course fulfills the intermediate general education requirement for Theology and counts toward the minor in Religion. (Prerequisite: THL 100 or THL 206)

THL 341 Lutheran Confessional Writings
A survey and analysis of the gospel-centered doctrinal content of the Book of Concord in its 16th century historical and theological context. The eleven confessional documents are studied and interpreted as the church's normative exposition of Holy Scripture, to which exposition the evangelical Lutheran church is committed in terms of both theological method and doctrinal substance. This course is required for the minor in Confessional Lutheranism. It is not a general education course. (Prerequisites: THL 203, THL 206, THL 241)

THL 342 Athens and Jerusalem: Philosophy and Christianity
A selective historical survey of the principal areas of inquiry, key figures, major issues, and central themes commonly addressed by western philosophy and Christian theology during the ancient, medieval, modern and contemporary periods. Among the topics that may be considered are the relationship of faith and reason; truth; nature and grace; the classical arguments for the existence of God; evil; the philosophical and theological virtues; and religious language. The course is based on extensive readings from primary sources and is supplemented by lectures and discussions. (Prerequisite: THL 100 or THL 206).

THL 344 Martin Luther: Saint and Sinner
This course examines the life and theology of the Martin Luther, instigator of the Protestant Reformation in the 16th century. A prolific writer and bold thinker, Luther appears today on many top ten lists of most influential people in the last millennium. By studying Luther in his medieval context and by reviewing the influence of his thought since the 16th century, the course will explore the relevance of his theology for the 21st century. (Prerequisite: THL 100 or THL 206).
THL 350 Religions of the World
Major religions are surveyed in terms of artifacts, behaviors, emotions, beliefs, values, world views, and histories. Surveys will be done of the religions in the Far East, Animism, Islam, Judaism, Christianity, and the cults. This course fulfills the general education Global Studies requirement. It does not fulfill the general education requirement for Theology. It is required for the minor in Religion.

THL 351 Jesus and Muhammad
This course explores the lives, contributions, teachings, and significant of Jesus and Muhammad through selected reading of the Christian Scriptures, pagan and Jewish sources, the Qur’an, Ibn Hishan, Al-Waqidi, and some later writers. Students will gain skill and confidence in reading ancient texts and understanding the historical, social, and religious trends that shaped the ancient world. (Prerequisite: THL100 or THL206).

THL 352 Is God Green?
Drawing on the resources of Christianity and other religions, this course examines issues of ecology, sustainability and human health (broadly conceived). Students will explore the significance of Biblical themes of creation and new creation as they consider 21st century ethical choices for the care of the cosmos and the human community. This course fulfills the intermediate general education requirement for Theology. (Prerequisite: THL 100 or THL 206)

THL 356 One Nation under God? Christianity and Politics in America
The claim that the United States is a Christian nation will be examined from the Puritan settlers through the rise of the religious right in the late twentieth century, with particular emphasis on the notion of covenant and the influence of Christian leaders in various reform movements (abolitionist, temperance, women’s suffrage, civil rights). The question of “one nation under God” will be tested against the Lutheran doctrine of the two kingdoms. This course fulfills the intermediate general education requirement for Theology. (Prerequisites: THL 100, THL 206)

THL 357 Christianity and the Media in Contemporary Culture
Christianity has an unmistakable interplay with various forms of the media. This course explores subtle and overt Christian themes in movies, music, magazines/newspapers, theater, the World Wide Web, and television. Students locate, watch, and critically analyze numerous media resources and discuss them in correlation to Christian themes in the Bible. This course fulfills the intermediate general education requirement for Theology. (Prerequisites: THL 100, THL 206)

THL 371 Mission of God
This course traces the mission of God through the Old and New Testaments. It explores God's intent for his mission people in the past, present and future and discovers that intent in biblical narratives and texts and in Lutheran theology and confessions.

THL 403 Old Testament II
A study of the major and minor prophets; Psalms and wisdom literature; and apocalyptic literature. The course will examine the nature of prophecy, and the nature of worship and response to God's gifts and struggles in life. The overarching framework is God's covenant promise to be with His people and an analysis of how the people responded. (Prerequisites: THL 203, THL 206)

THL 409 Studies in Biblical Theology
An exploration of sections, books, or major topics of the Old and New Testaments, as determined by the instructor and announced by the division. This course is recommended for the major in theology. It does not fulfill the general education requirement for Theology. (Prerequisites: THL 203, THL 206)

THL 422 Christian Ministry and Practice
The concepts of call, vocation, ministry and team ministry are studied in relation to the worship, witness, teaching, service and fellowship of the church. Students will develop an awareness of the oneness of the church as the body of Christ gathered around Word and Sacrament. The nature of the ministry as servant hood is explored in the context of the life of local churches. Students spend time off campus in local congregations observing and participating in the life of the church. This course is required for the minor in Confessional Lutheranism. It is not a general education course. (Prerequisites: THL 203, THL 206, THL 330)

THL 439 Studies in Christian History and Thought
An exploration of key periods, important individuals, or significant theological issues or movements in the history of Christianity from the end of the New Testament period to the present. Topics are determined by the instructor and announced by the department. This course is an elective for the major in theology. It does not fulfill the general education requirement for Theology. (Prerequisite: THL 203, THL 206, THL 241)

THL 441 Lutheran Confessional Writings
A survey and analysis of the gospel-centered doctrinal content of the Book of Concord in its 16th century historical and theological context. The eleven confessional documents are studied and interpreted as the church's normative exposition of Holy Scripture, to which exposition the evangelical Lutheran church is committed in terms of both theological method and doctrinal substance.

THL 460 Worship for Lutherans
A study of the interaction between the essential tenets of Lutheran Christianity and the structures of democratic society. Among the topics considered are Christian vocation, the nature of culture and the ways Christianity has historically related to culture (with a special emphasis on the interplay of religion, church and race in North American cultural experience), the functions of Law and Gospel, the Lutheran understanding of the "two governments," and the role of Christians in society at large. This course is an elective for the major in theology. It does not fulfill the general education requirement for Theology.

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THL  482  Christian Ministry and Practice  
The concepts of call, vocation, ministry and team ministry are studied in relation to the worship, witness, teaching, service and fellowship of the church. Students will develop an awareness of the oneness of the church as the body of Christ gathered around Word and Sacrament. The nature of the ministry as servant hood is explored in the context of the life of local churches. Students spend time off campus in local congregations observing and participating in the life of the church.

THL  495  All within the Context of the Christian Gospel  
Under the guidance of the course mentor, students review their Concordia University, St. Paul experience and reflect on its theological dimensions. They discuss the implications of the Christian faith for other areas of academic inquiry. Students assess the achievement of the mission statement of the university in their own academic experience. [As capstone experience for majors in theatre or outreach, it is understood that students will take this course after or at least concurrent with their last class(es) in their major.]

THL  496  Senior Thesis  
The Senior Thesis is the culminating work of a student majoring in Theology. The purpose of the thesis is to utilize the perspective, understanding, research skills, and writing abilities students have developed in their studies to investigate a substantial topic. The goal is for students to produce a paper of high quality and distinction. The work is normally done in one semester in the senior year under the guidance of a faculty mentor. The paper will be read by a second faculty member and proposed to the annual undergraduate Research Symposium. This course is required for the major in theology. It does not fulfill the general education requirement for Theology.

THL  498  Internship  

THR  101  Introduction to Theatre  
This course introduces the student to basic history, theory, production and performance elements of theatre arts. Students learn about theatre from many perspectives. In addition to studying primary and secondary materials, taking quizzes and/or tests, students participate in end of term individual or group projects. Attendance at area theatre productions required.

THR  111  Theatre in Practice I  
Concordia’s theatre department, in service to campus and community, offers opportunities for involvement in major theatre productions, workshop dramas, and various experimental undertakings during the school year. Auditions for all productions are open to all Concordia students. This course can include work on theatrical productions as actors and/or crews.

THR  112  Theatre in Practice II  
Credit is given for major involvement in theatre productions, workshops, and other approved situations. Major involvement is defined as activities such as stage managing, assistant directing, designing, and directing projects. (Prerequisite: consent of instructor)

THR  160  Introduction to Dance  
This course will examine the fundamental principles, practices, and vocabulary of the basic movement skills of dance, introducing it as both an art form and exercise activity. The basics of modern, ballet, and jazz dance movement will be incorporated to provide a wide overview of dance history and practical technique through readings and studio movement participation. Students will be introduced to each dance style with a focus on body awareness and alignment. Warm ups and across the floor movement are incorporated to develop strength, flexibility, musicality, and coordination.

THR  201  Dance for Musical Theatre  
Through the study and practice of the various styles of dance used on the musical theatre stage, such as ballet, modern, jazz, and tap, this course will focus on dance technique, character development through movement, and performance skills. Execution and exploration of choreographed pieces from musical theatre repertoire will be taught and performed in a final Student Showcase. Students will be introduced to a wide dance vocabulary as well as to the major contributors/choreographers of Musical Theatre. Prerequisite: May be repeated once as an elective which may count as a general elective or be credited to a theatre major.

THR  203  Creative Dramatics  
Students enrolled in this course study and practice methods and activities in creative dramatics for the classroom, parish, business, and family. Special emphasis is placed on activities designed to help students to express their own natural creativity and for these students, as future leaders of groups, to help others to express their own natural creativity as well.

THR  221  Acting I  
Through improvisation, monologue, and scene work, students learn and develop the basic techniques for approaching the acting process. These include relaxation, imagination, spontaneity, concentration, character analysis, and using the voice, face, and body to assist in creating a complete and complex character.

THR  241  Script Analysis  
Students will analyze a variety of performance texts from differing perspectives. A traditional approach incorporating literary analysis to understand the internal workings of the text on paper will be combined with an examination of the text as it may be translated into performance, from the perspectives of the designer, director and actor.

THR  251  Stagecraft  
The course provides an introduction to the scope, tools, materials and practices of stagecraft and technical management in the theatre today. The course utilizes formal lectures, group discussion, outside projects, attendance at outside theatre productions and practical lab sessions to cover the...
material presented.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THR 253</td>
<td>Makeup for the Stage</td>
<td>2</td>
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<tr>
<td>THR 255</td>
<td>Stage Management</td>
<td>2</td>
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<tr>
<td>THR 262</td>
<td>Modern Dance Technique I</td>
<td>2</td>
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<tr>
<td>THR 263</td>
<td>Jazz Technique I</td>
<td>2</td>
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<tr>
<td>THR 291</td>
<td>Topics in Theatre</td>
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<tr>
<td>THR 301</td>
<td>New York Theatre Tour</td>
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<tr>
<td>THR 302</td>
<td>London Theatre Tour</td>
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<tr>
<td>THR 321</td>
<td>Acting II</td>
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<tr>
<td>THR 324</td>
<td>Voice and Movement for Actors</td>
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<tr>
<td>THR 326</td>
<td>Voice, Diction &amp; Dialects</td>
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<td>THR 356</td>
<td>Costume Design</td>
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<td>THR 357</td>
<td>Lighting and Sound</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tr>
<td>THR 364</td>
<td>Tap Dance Technique I</td>
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<tr>
<td>THR 365</td>
<td>Dance History I</td>
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</tr>
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<td>THR 366</td>
<td>Choreography/Composition I</td>
<td>2</td>
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<tr>
<td>THR 367</td>
<td>Ballet Technique I</td>
<td>2</td>
</tr>
<tr>
<td>THR 445</td>
<td>Theatre History, Theory, and Literature I</td>
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<tr>
<td>THR 446</td>
<td>Theatre History, Theory, and Literature II</td>
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<tr>
<td>THR 462</td>
<td>Modern Dance Technique II</td>
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<tr>
<td>THR 463</td>
<td>Jazz Technique II</td>
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<tr>
<td>THR 465</td>
<td>Dance History II</td>
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<tr>
<td>THR 466</td>
<td>Choreography/Composition II</td>
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<tr>
<td>THR 478</td>
<td>Directing</td>
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This course is an introduction to the fundamental vocabulary and technique of tap dance, its history as an art form, and its major contributors to the style. Students learn a basic technical foundation, with an emphasis on the building block steps (spank, shuffle, flap, cramp roll, Shim Sham, Maxie Ford) while also concentrating on proper articulation and execution of movement. Students work on a choreographed routine and perform in a final student showcase.

A survey of dance history from origins in ancient civilizations up to the twentieth century, this course will examine the function of dance in a social, political, religious, and cultural context. Through text reading, research projects, and viewing, students will analyze the development of dance, its significance and role in history.

This course will explore the process of dance making, by studying the principles of composition and the thematic development and organization of movement material. Students will work on and study basic choreographic elements and principles (rhythm, space, time, dynamics) using movement exploration, improvisation, and other creative skills to develop compositions, with a concentration on solo or small group dances, which will be performed in a final student showcase.

This course will introduce the basics of classical ballet. Students will learn the basic positions of the feet and arms, fundamental ballet steps, and French terminology, through barre exercises, center floor work, and across the floor patterns. This class will also emphasize ballet vocabulary and style, proper body alignment, strength, flexibility, and musicality. Students will learn a choreographed ballet piece and perform in the final Student Showcase.

A survey course covering the history, theory and literature of theatre from the beginnings of performance up to the early Renaissance in the west. Readings of primary sources are combined with secondary sources such as criticism, videos, and attendance at live theatre events to form a theoretical and historical context for specific periods of development and specific dramatic works.

A survey course covering the history, theory and literature of theatre starting from the Renaissance in the west up to modern theatre of “performance” in the variety of contexts we may study today. Readings of primary sources is combined with secondary sources such as criticism, video, and attendance at live theatre events to form a theoretical and historical context for specific periods of development and specific dramatic works.

This course is a continuation of the study of movement skills taught in THR 262, with an emphasis on further developing strength, flexibility, and vocabulary of principles of modern dance. Students will work on more complex combinations, increased technical skills, and refined movement phrasing. Along with increased technical articulation and clarity of movement, students will work to develop artistic expression, stylization, musicality, and performance skills. A choreographed modern piece is taught and performed in a final student showcase.

This course is a further study of the movement skills, vocabulary, and principles of jazz dance style taught in THR 263. Students will work on more advanced rhythms, combinations, individual expression and artistry through choreographed pieces that are performed in a final student showcase. Special emphasis will be put on increased strength, flexibility, increased technical skills, and performance ability.

This course will examine some of the influential choreographers and works of the 20th Century from the early pioneers of modern dance such as Loie Fuller, Isadora Duncan, Ruth St. Denis, and Doris Humphrey, through post modernism and the works of major contributors such as George Balanchine, Martha Graham, Alvin Ailey, Merce Cunningham, Twyla Tharp, Mark Morris, and others. Areas of study, through viewing, reading, lecture and discussion, and research projects will include dance criticism, identification of 20th Century dance themes, aesthetics, music, and styles.

This course is a further study and practice of the composition techniques. The class will investigate areas of the creative process, methods of dance-making, exploration of new movement material, and compositional tools, implementing music and dance, dance criticism, and aspects of contemporary dance history. Through lectures, viewing, reading and research projects, students will analyze choreography and apply various components to developing their own studies in solo, duet, and trio works which will be performed in a final student showcase.

This course will be a further study and practice of classical ballet technique and expands students work upon material taught in THR 367. With a focus on body alignment, increased strength and flexibility, and technical accuracy and proficiency, this class will concentrate on more complex movement variations, increased ballet vocabulary, individual expression, artistry in execution of movement, and performance quality. Along with a complete barre and technique class, students will work on choreographed pieces that are performed in a final student showcase. This course is an elective.

Studio course focusing on the basic fundamentals of stage direction. Script analysis and directorial concepts are executed throughout the semester.
in preparation for a final prepared performance in the form of a one act play or excerpt from a full-length play. As directing requires knowledge of many aspects of the theatrical art, this course is seen as a culminating activity taken after a solid foundation of other theatre course work. Attendance at area productions is required. (Prerequisite: THR 241)

**THR 498 Theatre Internship**

Students participate in a first-hand theatre experience at a local professional or semi-professional theatre. The student, through observation and/or direct involvement, learns practical application of drama theories and theatrical principles. The student and internship advisor select an appropriate internship site that meets the needs and interests of the student. (Prerequisite: Consent of advisor and department chair)

**THY 280 Personal Witnessing**

This practical course equips students to share the Gospel in the context of a growing friendship with others. It includes skill development in building relationships, recognizing opportunities, dealing with fears, listening, communicating the basic Christian message briefly or in-depth, and applying the message to the needs of the hearer.

**THY 281 Principles for Christian Outreach**

This course is an overview of outreach principles and strategies. Specific attention will be given to those factors in the life and activity of the church which hinder or enhance its growth. Included in the overview will be an analysis of the life and activity of a Christian congregation, steps toward mobilizing the laity, the development of a church growth consciousness, basic planning procedures for church growth, church planting theory and strategies, and basic cross-cultural insights.

**THY 330 Our Living Faith**

A study of the content and effective application of the Christian understanding of creation, redemption, and sanctification with an exploration of the biblical basis, the conceptual framework, and the contemporary significance of the historic doctrines of the church.

**THY 331 Seminar in Theology**

A study of the nature, tasks and methods of Christian theology on the basis of primary sources from the Old and New Testaments, the Lutheran Confessions and representative writings from the classical Christian tradition. Students' readings and subsequent discussions will explore the variety of questions addressed in selected periods of Christian history, paying special attention to how the gospel is implicitly or explicitly an issue in these theological debates. (Prerequisites: RLG 101, RLG 201, THY 330, THY 340)

**THY 341 Lutheran Confessional Writings**

A survey and analysis of the gospel-centered doctrinal content of the Book of Concord in its 16th-century historical and theological context. The eleven confessional documents are studied and interpreted as the church's normative exposition of Holy Scripture, to which exposition the evangelical Lutheran church is committed in terms of both theological method and doctrinal substance.

**THY 371 Mission of God**

This course traces the mission of God through the Old and New Testaments. It explores God's intent for his mission people in the past, present and future and discovers that intent in biblical narratives and texts and in Lutheran theology and confessions.

**THY 372 Life and Work on the Mission Field**

This course surveys the challenges, problems and joys peculiar to missionary life and work in a different culture. Topics include missionary preparation; the call into missionary work and the assignment; relating to a mission board; living in and appreciating another culture; relating to national Christians; maintaining one’s spiritual, physical and emotional health; marriage/family concerns; children and education; furlough; deputation; continuing education; relating to the church at home; culture shock; and language study. Contacts with professionals from the field will supplement readings, films, lectures, and discussions.

**THY 381 Congregational Outreach**

A critical theological and practical evaluation of evangelism methodologies and strategies. These are evaluated on the basis of Scripture, Lutheran theology, and potential effectiveness. A major component of this task is to construct appropriate apologetic responses for people living in contemporary contexts different than the student's own. By means of readings, field experiences and class discussions, students will design, select and redesign a variety of programs suitable for use in specific cultural contexts.

**THY 382 Assimilation Ministries**

This course has a dual focus: (a) principles and strategies of assimilating new members and inactive members into a local church and (b) a practical and theological understanding of ministry to people who have withdrawn from the worship and work of the church. Through reading, field experience and reflective discussion, students develop a theology and methodology for congregational ministry in both of these vital areas.

**THY 409 Studies in Biblical Theology**

An exploration of sections, books, or major topics of the Old and New Testaments, as determined by the instructor and announced by the division. (Prerequisites: RLG 101, RLG 201)

**THY 422 Christian Ministry and Practice**

The concepts of call, vocation, ministry, and team ministry are studied in relation to the worship, witness, teaching, service, and fellowship of the church. Students will develop an awareness of the oneness of the church as the body of Christ gathered around Word and Sacrament. The nature of the ministry as servanthood is explored in the context of the life of local churches. Students spend time off campus in local congregations observing and participating in the life of the church.

**THY 460 Worship for Luthers**

Exploring early church experience and Reformation teaching, the student uncovers the meaning of worship. Critical evaluation of contemporary practice and recent developments in worship make the student better able to provide leadership in congregational worship life.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>THY 473</td>
<td>Cross-Cultural Outreach</td>
<td>4</td>
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<td></td>
<td>Students are introduced to the world of cross-cultural mission work in foreign fields and in the United States. The course provides theories and strategies for effectively proclaiming the Gospel to peoples of different cultures. The course will address cross-cultural insights in foreign, ethnic and social-economic contexts and includes field trips to government-funded and private organizations working in cross-cultural contexts, language learning insights and an African feast.</td>
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<tr>
<td>THY 480</td>
<td>Rural, Suburban and Urban Outreach</td>
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<td>This course focuses on the distinctive outreach ministries found within the rural, suburban, and urban contexts. A theological perspective identifying the needs of the city as well as a perceived neglect of the rural setting will be addressed. A focus on congregationally-based outreach ministries will propel the student into a theological discussion related to human care and evangelistic ministries. A demographic study of both congregation and community will be incorporated into the course.</td>
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<tr>
<td>THY 481</td>
<td>The Christian Response to the Religions of the World</td>
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<td></td>
<td>In this course, the student will learn to listen sympathetically, analyze critically and respond appropriately to selected religions and their worldviews from a Lutheran theological perspective. (Prerequisite: RLG 350)</td>
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<tr>
<td>THY 495</td>
<td>All Within the Context of the Christian Gospel</td>
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<td></td>
<td>Under the guidance of the course mentor, students review their Concordia University, St. Paul experience and reflect on its theological dimensions. They discuss the implications of the Christian faith for other areas of academic inquiry. Students assess the achievement of the mission statement of the university in their own academic experience. [As capstone experience for majors in theology or outreach, it is understood that students will take this course after or at least concurrent with their last class(es) in their major.]</td>
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<tr>
<td>THY 498</td>
<td>Outreach Internship</td>
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<td>THY 521</td>
<td>Spiritual and Ethical Leadership Formation</td>
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<td>Foundational for Christian leadership, this course equips spiritual leaders to identify means of spiritual and ethical leadership development and to utilize these means for their own and others' growth. These means include regular study of the Scriptures as well as use of the sacraments, prayer, meditation, service to others and mentoring. A theological understanding of leadership formation is presented, as are approaches for designing programs for developing spiritual leaders.</td>
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<td>THY 522</td>
<td>Care for the Whole Person</td>
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<td>An individually tailored experience arranged by the student to practice skills and theories related to caregiving in the congregation and community. Students will learn principles of diagnosis and personal care for the spiritual, emotional, physical, and social needs of people especially in the times of crisis, grief, and loss. A final paper describes and evaluates the experience.</td>
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<tr>
<td>THY 531</td>
<td>Worldview's Impact on Outreach Leadership</td>
<td>3</td>
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<td>Students will develop an appropriate Biblical and contemporary apologetic for their ministry context. This will be done by examining historical and contemporary methods used in rational and experiential defense of the Christian faith against unbelief, the use of categories of thought foreign to biblical thinking and Christian responses to worldviews hostile to Christianity.</td>
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<td>THY 541</td>
<td>Missional Leaders Through History</td>
<td>3</td>
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<td></td>
<td>Through study of the historical expansion of the Christian Church and its impact on community and society, students will identify their own leadership style and understand how God’s hand works through the variety of gifts to move His kingdom forward in world history.</td>
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<td>THY 551</td>
<td>Social Issues in Mission</td>
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<td>This course encourages students to consider economic and political challenges in establishing social justice for people in given societies. Students will design appropriate strategies for addressing social issues in mission contexts.</td>
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<tr>
<td>THY 561</td>
<td>Outreach through Evangelism and Worship</td>
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<td>An individually tailored experience arranged by the student to practice skills and theories related to reaching those who do not know Christ through evangelism and worship. The practicum will focus on researching, developing, and using evangelism strategies for reaching the lost. Students will describe and evaluate the experiences in a final paper.</td>
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<tr>
<td>THY 562</td>
<td>Writing/Production of Evangelism/Leadership Development Materials</td>
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<td></td>
<td>Students will write or translate evangelism and leadership development materials that reach the unchurched and equip the saved. Outreach materials should be related to worship, catechesis, assimilation, and outreach programs in the church and/or for the community.</td>
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<tr>
<td>THY 572</td>
<td>Missio Dei</td>
<td>3</td>
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<td>Based on Jesus’ announcement of the Good News of the Kingdom of God, this course develops a Lutheran theology of mission intended to motivate God’s people to proclaim the kingdom. It builds an understanding of mission among the lost and the hurting. Resources include the Bible, the Lutheran Confessions and missiological texts.</td>
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<td>THY 573</td>
<td>Outreach Leadership in Ministry I: Theory</td>
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<td>Students will learn the process of understanding another culture, how to adapt, and how to make sound value judgments within it. Results from anthropological and sociological research as well as current communication theory will inform this endeavor. Case studies from a variety of cultures will be utilized.</td>
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2012-2013 Academic Catalog

Concordia University, St. Paul, Minnesota
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>THY 574</td>
<td>Missiological Research Design</td>
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<td>This course provides an understanding of the</td>
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<td>function and scope of research science in the</td>
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<td>area of missiology so that the missiological</td>
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<td>perspective can be analyzed, discussed, and</td>
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<td>evaluated. Students begin to develop their</td>
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<td>thesis/project proposals.</td>
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<tr>
<td>THY 575</td>
<td>Missiological Research Design</td>
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<td>THY 576</td>
<td>Missiological Research Design</td>
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<td>This course provides an understanding of the</td>
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<td>thesis/project proposals.</td>
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<td>THY 577</td>
<td>Missiological Research/eFolio Design I</td>
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<td>In this course students will identify their</td>
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<td>focus of studies for the program, choose their</td>
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<td></td>
<td>capstone style, involve themselves in a literature</td>
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<td>search of their topic, and design an approach</td>
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<td>to a field learning project which they will</td>
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<td>seek to follow through the course of the program</td>
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<td>THY 578</td>
<td>eFolio Design II</td>
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<td></td>
<td>This course is the second of a three-part series</td>
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<td>that builds toward a holistic understanding of</td>
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<td>the function and scope of missiology. Such</td>
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<td>understanding happens through integration of the</td>
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<td>student’s real-life ministry experience with the</td>
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<td>learning that takes place during the entire</td>
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<td>MACO Program. This course is structured to</td>
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<td>allow students to give initial expression to</td>
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<td>their missiological understanding and their</td>
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<td>THY 579</td>
<td>eFolio Design III</td>
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<td></td>
<td>This course is the third of a three-part series</td>
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<td>that builds toward a holistic understanding of</td>
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<td>understanding happens through integration of the</td>
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<td>student’s real-life ministry experience with the</td>
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<td>MACO Program. This course is structured to</td>
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<td>allow students to demonstrate growth and</td>
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<td>integration in both their self-understanding of</td>
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<td>missiology as a discipline as well as their</td>
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<td>professional philosophy.</td>
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<tr>
<td>THY 581</td>
<td>Outreach Leadership in Ministry II: Strategies</td>
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<tr>
<td></td>
<td>This course focuses on outreach ministry both</td>
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<td></td>
<td>overseas and in North America. It shares distinct</td>
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<td>strategies for reaching people in the variety of</td>
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<td>contexts to be found in multicultural urban</td>
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<td>centers. It also examines the changing dynamics</td>
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<td></td>
<td>of rural culture, the exploding outer rings of</td>
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<td>major cities, and inner ring suburbs struggling</td>
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<td>to revitalize. A theological understanding of</td>
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<td>human care and evangelistic ministries will be</td>
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<td></td>
<td>developed for these multiple settings.</td>
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<td>THY 582</td>
<td>Congregational Outreach Leadership</td>
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<td></td>
<td>This course focuses on reaching those who do</td>
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<td>not know Christ and integrating them into the</td>
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<td>body of Christ. Consideration is given to the</td>
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<td></td>
<td>worldview of the unchurched and the structure</td>
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<td></td>
<td>of the post-church society. A key emphasis is</td>
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<td></td>
<td>on each believer’s role as a witness, as well as</td>
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<td></td>
<td>the church worker’s role in equipping them to</td>
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<td></td>
<td>respond to everyday opportunities.</td>
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<tr>
<td>THY 583</td>
<td>Planting the Worshipping Community</td>
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<td></td>
<td>An individually tailored experience arranged by</td>
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<td></td>
<td>the student to practice skills and theories</td>
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<td></td>
<td>related to church planting/beginning small</td>
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<td></td>
<td>groups. Students will be asked to plan and</td>
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<td></td>
<td>implement a church plant/small group ministry.</td>
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<td>A final paper will describe and evaluate the</td>
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<td></td>
<td>experience.</td>
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<tr>
<td>THY 584</td>
<td>Outreach in the Urban, Suburban, or Rural Center</td>
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<td></td>
<td>An individually tailored experience arranged by</td>
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<td></td>
<td>the student to practice skills and theories</td>
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<td></td>
<td>related to working in the urban, suburban, or</td>
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<td></td>
<td>rural center. Students will be asked to develop</td>
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<td></td>
<td>a plan for reaching urban, suburban, or rural</td>
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<td>unchurched people, immerse themselves in the</td>
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<td>particular context of ministry, and describe</td>
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<td></td>
<td>and evaluate the experiences in a final paper.</td>
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<td>THY 591</td>
<td>Independently Developed Practicum</td>
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<td></td>
<td>This course will enable students to process</td>
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<td></td>
<td>what they are experiencing through their Field</td>
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<td></td>
<td>Learning. This will happen through reflection</td>
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<td>on those experiences, sharing results of their</td>
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<td>journaling, and reporting in seminar fashion to</td>
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<td></td>
<td>the remaining students in the cohort. Instructor</td>
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<td>will provide some input, but the focus will be</td>
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<td></td>
<td>on student interaction and evaluation.</td>
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<td>THY 592</td>
<td>Capstone Seminar: Thesis, Project, or Portfolio</td>
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<td>Students will typically complete an eFolio</td>
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<td>(electronic portfolio) as their final project.</td>
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<td>This eFolio will be developed bit by bit</td>
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<td>through the course of the program. In some</td>
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<td>instances, students may opt for completion</td>
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<td>through a project or thesis method; eFolio</td>
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<td>development will be modified appropriately in</td>
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<td>those instances. Faculty approval (of topic and</td>
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<td>finished product) is required for graduation.</td>
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